

Charisma University

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Charisma University is committed to enhancing the intellectual, personal, and professional growth of our students. This is accomplished by providing low tuition, a challenging curriculum, a highly qualified faculty, and strong academic support.

Charisma University is also committed to providing online education that is flexible, available on-demand, innovative, and effective with the utilization of sound education technologies and techniques. Our degrees are structured to allow students the flexibility to schedule course work around other responsibilities.

2026 Catalog

Version 2.1

CHARISMA UNIVERSITY

*Offering aspiring students and professionals
an opportunity to shape their careers and futures*





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A Welcome from The President



Welcome to Charisma University, a Christian institution with an American style of education. Our distinguished faculty, with an almost limitless breadth of academic and business experience, offers our students a challenging, inspiring, and practical foundation for their future endeavors.

Charisma University seeks to deliver educational programs and high-value services grounded upon the principles of truth, established practice, and founded science, for the end goal of producing a new breed of self-directed, trustworthy business and educational leaders.

With the help of technology, it is now possible for educational institutions such as Charisma University to fulfill this mission. Education does not need to be confined to traditional settings because students who desire to obtain their degrees or expand their educational qualifications can do so through effective non-traditional means. Charisma University's online programs and curricula are comprehensive and adhere to exemplary international standards, meaning that the University has received accreditation from relevant academic communities.

In an effort to promote and accelerate leadership and professional development, we offer our students and instructors the most current research methods, relevant curricular offerings, and responsive extension services. Charisma University thereby assures that we play a significant role in the creation and delivery of relevant knowledge and skill, thereby contributing to society in general. In our aim to serve as a center of knowledge and be a part of the global education and science community, Charisma University also assumes responsibility for ongoing enhancement of well-rounded, research-oriented academe. Charisma University takes satisfaction in the opportunities and knowledge that we offer to the international education landscape, and we value each student as they contribute to this legacy.

We present academic challenges to our students for the purpose of creating a culture of excellence in education. We believe that every incoming student adds to our legacy. Our faculty members are encouraged to provide each student with the fundamentals that they will use for the rest of their careers while imparting learning experiences and lessons that will serve them personally and professionally.

Our faculty, staff, and leadership are confident that Charisma University can meet and exceed all academic expectations. We are proud of the opportunities and experiences that Charisma University offers every day, and we hope you will become part of our family.

Best wishes for success,

✠ *William Martin Sloane*

FRSA FSAScot FRAS FRSPH

President and CEO

Introduction

The design of this catalog is to provide enough information to both current and prospective students about Charisma University's academic degree programs, student services, library services, tuition & fees with a refund policy, admissions, and graduation requirements.

This catalog is valid from January 1, 2026, through December 31, 2026. The University reserves the right to review and revise catalog content at any time it is deemed necessary. Such amendments remain in line with promoting the best interests of our students, staff, and faculty members. The University informs all departments, students, faculty members, and other academic units, should these changes occur.

STAFF MEMBERS

Bishop William Martin Sloane,
D.B.A., Ed.D., J.D., Ph.D., D.C.L.
President and CEO

Brock Hancock, Ed.D.
Provost and Chief Academic Officer

Dana-Marie Ramjit, Ph.D.
Executive V. Pres. for Student Affairs

Jason Cade, Ph.D.
Chief Financial Officer

Anne Wade, Ed.D., Ph.D.
*Sr. VP for Accreditation/Compliance
and Dean, School of Education*

Deen Ibrahim, Ph.D.
*Senior Vice President of Enrollment
& Marketing*

Lasondrick Bridges, Ph.D.
Dean, School of Business

Chinyere Chukwuka, S.J.D.
Dean, School of Law

Martin Ayim, Ph.D.
Dean, School of Health Sciences

Tseng Jufang, Ph.D.
*Dean, School of Philosophy and
Religion*

Francis Yahia, Ph.D.
*Dean, School of Psychology and
Behavioral Sciences*

Cristina Jean MS(c)
Registrar

Accreditation

Transnational Association of Christian Colleges and Schools (TRACS)



Charisma University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org/, having been awarded Accredited Status as a Category IV institution by the TRACS Accreditation Commission on October 22, 2024. This status is effective as of July 1, 2024, and is good through June 30, 2029. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Accreditation, Certification, and Quality Assurance Institute (ACQUIN)



Recognized by the German Accreditation Council, The Accreditation, Certification, and Quality Assurance Institute (ACQUIN) provides institutional accreditation to Charisma University.

ACQUIN is a member of all relevant European and international associations and project initiatives dedicated to quality assurance in the higher education sector. This association comprises ACQUIN involvement with global, specifically European, associations of external quality assurance institutions including Full Membership to the [European Network for Quality Assurance](#) (ENQA), Associate Membership to the [European University Association](#) (EUA), the [Central Eastern European Network for Quality Assurance](#) (CEENQA), the [International Network for Quality Assurance Agencies in Higher Education](#) (INQAAHE) and Associate Membership with the [Arab Network for Quality Assurance in Higher Education](#) (ARQAANE).

ACQUIN maintains bilateral cooperation partners with the Russian agency "[The National Centre for Public Accreditation](#)" (NCPA), the Kazakhstan agencies "[Independent Kazakhstan Quality Assurance Agency in Education](#)" (IQAA) and "[Independent Agency for Accreditation and Rating](#)" (IAAR) as well as the Mongolian "[Mongolian National Council for Education Accreditation](#)" (MNCEA).

Since 2012, ACQUIN is registered with the "National Register for Accreditation Agencies in the Republic of Kazakhstan" and is thus entitled to carry out accreditation procedures at

all universities in Kazakhstan. Additionally, ACQUIN executes audits at universities and technical colleges of applied sciences in Austria under § 22 Para. 2 HS-QSG.

[Charisma University ACQUIN accreditation decision letter](#)

[Charisma University ACQUIN accreditation certificate](#)



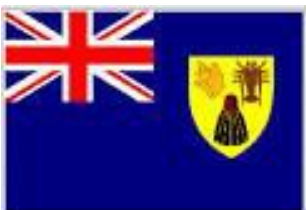
Accreditation Council for Business Schools and Programs (ACBSP)

The [Accreditation Council for Business Schools and Programs \(ACBSP\)](#) accredits Charisma University business, accounting, and business-related programs at the Associate, baccalaureate, Master's, and doctorate levels worldwide. The Council for Higher Education Accreditation (CHEA) recognizes ACBSP.

The ACBSP accredits the following business programs at Charisma University for Business Schools and Programs:

- Associate of Arts in Business Administration
- Bachelor of Science in Accounting
- Bachelor of Business Administration
- Bachelor of Science in Economics
- Bachelor of Science in Finance
- Master of Science in Accounting
- Bachelor of Arts in Marketing
- Bachelor of Arts in Hospitality and Tourism Management
- Bachelor of Science in Human Resource Management
- Master of Science in Accounting – Forensic Accounting & Audit
- Master of Arts in Marketing
- Master of Science in Human Resource Management
- Master of Science in Information Technology Management
- Master of Business Administration
- Executive Master of Business Administration
- Master of Science in Economics
- Master of Science in Finance
- Master of Science in Accounting – Forensic Accounting & Audit
- Master of Arts in International Relations and Cultural Diplomacy
- Doctor of Philosophy (Ph.D.) in Business Administration
- Doctor of Philosophy (Ph.D.) in Cyber Security Administration
- Doctor of Philosophy (Ph.D.) in [Forensic Accounting & Audit](#)

Ministry of Education



Charisma University is accredited by the Turks and Caicos Islands Ministry of Education as a degree-granting institution for the Associate's degree, Bachelor's degree, Master's degree, and the Doctorate, along with Certificate programs.

Ministry of Education, Youth, Sport, and Culture Government Office
Grand Turk

Phone: 649-946-2801 ext. 10304/10307

Fax: 649-946-2886

Web: <https://www.gov.tc/education/system>

[Ministry of Education Recognized Schools in the Turks and Caicos Islands](#)

[Universities, Colleges, and Training Institutes Ordinance of the Turks and Caicos Islands](#)

[Government that empowers Charisma University to offer its academic programs and award degrees to its graduates](#)

International Association of Universities (IAU)



The [World Higher Education Database](#) lists Charisma University (under the USA) and maintained by the International Association of Universities (IAU). Founded in 1950 under the auspices of UNESCO, the IAU is the leading global association of higher education institutions and organizations from around the world.

The IAU brings together its members from more than 130 countries for reflection and action on shared priorities. IAU is an independent, bilingual (English and French), non-governmental organization. It acts as the global voice of higher education to UNESCO and other international higher education organizations and provides a global forum for leaders of institutions and associations. Its services are available on the priority basis to Members but also organizations, institutions, and authorities concerned with higher education, as well as to individual policy and decision-makers, specialists, administrators, teachers, researchers, and students. Charisma University #: IAU-026987



European Quality Assurance Register for Higher Education (EQAR)

Charisma University is listed on the European Quality Assurance Register for Higher Education (EQAR) website. It can be accessed at this link: <https://data.deqar.eu/institution/7498>.

"The European Quality Assurance Register for Higher Education (EQAR) is the EHEA's official register of QAAs, listing those that substantially comply with the ESG."

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

"The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education."

Message

Message from the Executive Vice President for Student Affairs



On behalf of our President, **Dr. William Martin Sloane**, our entire administrative staff, and faculty, we extend a warm welcome during this journey to embark on an academic quest, fulfilling the desires and dreams of obtaining a Bachelors, Graduate or Doctoral degree from Charisma University.

All of us at Charisma University anticipate our students to achieve academic success and professional accomplishments. The University is committed to making educational goals, dreams, and aspirations a reality, and we look forward to assisting everyone in completing their educational and professional programs of study.

If at any time during studies at Charisma University, there are concerns regarding the educational and professional programs or issues that could affect the ability to complete any of the academic programs, the staff in the Department of Student Affairs are here to help. The Department of Student Affairs can assist in any way possible so that there is a positive and rewarding academic and educational experience at Charisma University.

The Department of Student Affairs encourages all students to contact us with any academic concerns. After contacting our experienced staff, we collaborate to assist in resolving all issues, problems, or concerns that could impede the completion of an academic program and hinder the opportunity to reach predetermined and desired academic and professional goals.

Dana-Marie Ramjit, Ph.D.

Executive Vice President for Student Affairs

About The University

Why Charisma University?

Charisma University strives to be one of the most respected distance online learning institutions in the world. Our academic degree programs are unique, stringent, and satisfying. We prepare future business leaders for successful careers without boundaries. Our students depart our University with a breadth of knowledge and an inspiring attitude to lead the students of tomorrow.

Our undergraduate and graduate curricula and faculty provide a whole range of opportunities for bright, dedicated, well-rounded students who earn their way onto our challenging online programs. Our faculty members have an impressive mix of real-world business and teaching experiences, as well as high-powered academic credentials.

On average, these faculty members have worked as employees or business owners for years. In short, our students' avenues to academic achievement and career success are virtually boundless, and we offer a full spectrum of degrees online.



University History

Charisma University was founded as a Christian institution in March of 2011 by Dr. PeterChris Okpala. The University is fully recognized by the Turks and Caicos Islands Ministry of Education as a degree-granting institution for the degrees of Associate, Bachelor, Master, and Doctorate, in addition to Certificate programs.

Charisma University is a Turks and Caicos Islands nonprofit private higher institution approved by the Turks and Caicos Islands Ministry of Education through its Higher Education Advisory Board to offer its degree and certificate programs both online and on-campus.

The University's name, Charisma University, takes root in the term 'charisma' (**n; Theol'**) * – an extraordinary power, such as the ability to work miracles, granted by the Holy Spirit. We believe that an individual coming to our University receives a remarkable power to learn and to develop one's self in cooperation with the Creator:

"A wise man hears and increases learning, and a man of understanding attains wise counsel. –
Proverbs 1:5 (NKJV)."

****The American Heritage University Dictionary, Third Edition (1993)***

Board Governance

This Statute regulates the rights and duties of Charisma University's administrators and committee members and lays out the procedural principles for the central organs and departments. This document arises out of the University's mission, vision, and core values. Charisma University is a community of men and women who are committed to uplifting educational standards and achievements. Charisma University has a history of self-management and seeks to assure every student, employee, and faculty member, of their equal opportunity in the University to fulfill his or her potential at the highest standards of excellence possible.

Considering these, the Charisma University leadership reaffirm that every member of the University has rights, and accounts for the discharge of duties that flow from Charisma University's mission and vision. For this Statute, the term "leaders" refers to the professionals who occupy leadership positions in Charisma University, as depicted in the Organizational Chart.

The Governing body of Charisma University is its Board of Directors. The Board is responsible for the leadership and control of the University, including, but is not limited to, Board appointments, Strategic Plan approvals, Budget and Funding approvals, significant expenditure approval, and annual review of the University's policies, procedures, and internal controls.

The Board has delegated responsibility for the management of the University to the President/Chief Executive Officer.

The Board is composed of persons who are interested, informed, and active in overseeing University finances and direction. It is the policy of the Board to quarterly review and adopt a clearly articulated mission statement that serves to guide Charisma University's mission.

This statement describes why Charisma University exists and what we hope to accomplish. The Board also develops business and strategic plans describing future University activities, with details of, where, how, why, and for whom.

The Board reviews the performance achieved by University management and instigates change if necessary.

Board Members

Prof. Dr. Ian Mackechnie
Chair, Board of Directors

Prof. Dr. Kassey Kalleichelven
Vice-Chair, Board of Directors

Dr. Siva Sundram
Secretary, Board of Directors

Dr. Ivor B. English
Member, Board of Directors

Chris V. Rey, J.D.
Member, Board of Directors

The Mission

To make educational excellence accessible and affordable worldwide within a Christian environment

Vision Statement

Charisma University will be a premier Christian center for international students and faculty to gather online, share information, learn from each other, engage in useful scholarship, and improve their lives and communities.

Faculty and students at Charisma University engage in continuous learning, improving professional practice, and self-assessment in order to provide the highest form of service to the community. The graduates of this academic institution will provide proactive professional services that would promote dynamism in teamwork.

To achieve the goals and objectives of Charisma University, the University is committed to providing our students with the best and most modern education. Using our innovative online modules, we hope to equip our students and graduates with the latest information and learning in their respective fields. With excellence at the heart of our goals, the University is intent on utilizing and optimizing research in the areas of business and education for the advancement of students, faculty, and stakeholders alike.

The University is also responsible for the enhancement of a well-rounded, research-oriented academe; and, thus, encourages research building among its populace. Through highly experienced faculty that are in diverse fields, the University also plans to produce internationally competitive alumni. Additionally, the University aims to develop a network that spans globally to help establish its graduates anywhere in the world.

Goals and Objectives

Charisma University's Goals and Objectives:

- to prepare graduates (Associate through Doctoral degrees) for competent practices coupled with superior communication skills (both verbal and written).
- to develop graduates with well-rounded skill sets so that one's own practice can be evaluated.
- to present online degree programs that are comprehensive, easy to use, efficient and effective.
- to function within the organizational structures and, if necessary, seek and implement appropriate organizational modifications so that our graduates are recognized as outstanding business leaders and superb educators.
- to pursue courageously innovative educational programs and high value services anchored in truth, established practice-and founded science.
- to promote and accelerate leadership as well as encourage professional development through continuing education and intensive curricular formation.
- to facilitate the development of learners towards transformation through a synergistic utilization of current research, relevant curricular offerings and responsive extension services.
- to relentlessly generate a new breed of self-directed, competitive business and educational leaders.
- to support one another, both faculty and students, in sustaining the shared mission.
- to provide an educational experience that fosters and promotes spiritual growth.
- to function under the principles of Christian servant leadership.
- to imbue students with the knowledge and love of God.

To achieve these goals, Charisma University is committed to provide its students the best and most modern education. Through the use of our innovative on-line modules, we hope to equip our students and graduates with the latest information and learning in their respective fields. With excellence at the heart of our goals, the university is intent on utilizing and optimizing research in the fields of business, technology, legal studies and education for the advancement of its students, faculty and services. The university will also be responsible for the enhancement of a well-rounded, research-oriented academe; and thus, encourages research building among its populace. Through faculty members that are highly experienced in diverse fields, the university also plans to produce alumni that are internationally competitive. Additionally, the university aims to develop a network that spans globally to help establish its graduates anywhere in the world.

Institutional Objectives	Assessment Tools
To prepare graduates (Associate through Doctoral degrees) for competent practices couple with superior communication skills (both verbal and written)	End-of-course survey and course and program learning outcomes assessment
To develop graduates with well-rounded skills et so that one's own practice can be evaluated	End-of-course survey and course and program learning outcomes assessment
To present online degree programs that are comprehensive, easy to use, efficient and effective	End-of-course survey and course and program learning outcomes assessment.
To function within the organizational structures and, if necessary, seek and implement appropriate organizational modifications so that our graduates are recognized as outstanding business leaders and superb educations	Alumni Survey, and community members (stakeholders) survey.
To pursue courageously innovative educational programs and high value services anchored in truth, established practice, and founded science	End-of-course survey, course & program learning outcomes, assessments, faculty evaluation.
To promote and accelerate leadership as well as encourage professional development through continuing education and intensive curricular formation.	Faculty Self-Reflection and Assessment and faculty evaluation.
to facilitate the development of learners towards transformation through a synergistic utilization of current research, relevant curricular offerings and responsive extension services.	End-of-course survey, course and program learning outcomes assessment, and education support survey.
to relentlessly generate a new breed of self-directed, competitive business and educational leaders.	Alumni survey, and community members (stakeholders) survey
to support one another, both faculty and students, in sustaining the shared mission.	End-of-course survey, course and program learning outcomes assessment, and education support survey.
to provide an educational experience that fosters and promotes spiritual growth.	End-of-course survey, course and program learning outcomes assessment, and education support survey.
to function under the principles of Christian servant leadership.	End-of-course survey, course and program learning outcomes assessment, and education support survey.
to imbue students with the knowledge and love of God.	End-of-course survey, course and program learning outcomes assessment, and education support survey.

Charisma University Faith Statement

The Bible

The unique divine, plenary, verbal inspiration, and absolute authority of all sixty-six canonical books of the Old and New Testaments as originally given. The Bible is the only infallible, authoritative Word of God and is free from error of any sort, in all matters with which it deals, scientific, historical, moral, and theological.

The Trinity

The triune Godhead, one eternal, transcendent, omnipotent, personal God existing in three persons: Father, Son, and Holy Spirit. The Father: God the Father, the first person of the Divine Trinity, is infinite Spirit, sovereign, eternal, and unchangeable in all His attributes. He is worthy of honor, adoration, and obedience.

The Son

The Perfect, sinless humanity and the absolute, full deity of the Lord Jesus Christ, indissolubly united in one divine-human person since His unique incarnation by miraculous conception and virgin birth.

The Holy Spirit

The Holy Spirit is the third person of the Godhead who convicts, regenerates, indwells, seals all believers in Christ, and fills those who yield to Him. The Holy Spirit gives spiritual gifts to all believers; however, the manifestation of any particular gift is not required as evidence of salvation.

Historicity

The full historicity and perspicuity of the biblical record of primeval history, including the literal existence of Adam and Eve as the progenitors of all people, the literal fall and resultant divine curse on the creation, the worldwide cataclysmic deluge, and the origin of nations and languages at the tower of Babel.

Redemption

The substitutionary and redemptive sacrifice of Jesus Christ for the sin of the world, through His literal physical death, burial, and resurrection, followed by His bodily ascension into heaven.

Salvation

Personal salvation from the eternal penalty of sin provided solely by the grace of God on the basis of the atoning death and resurrection of Christ, to be received only through personal faith in His person and work.

Last Things

The future, personal, bodily return of Jesus Christ to the earth to judge and purge sin, to establish His eternal Kingdom, and to consummate and fulfill His purposes in the works of creation and redemption with eternal rewards and punishments.

Biblical Creation

Special creation of the existing space-time universe and all its basic systems and kinds of organisms in the six literal days of the creation week.

Satan

The existence of a personal, malevolent being called Satan who acts as tempter and accuser, for whom the place of eternal punishment was prepared, where all who die outside of Christ shall be confined in conscious torment for eternity.

UNIVERSITY VALUES

In the delivery of all educational opportunities, Charisma University affirms the following values.

- **Diversity and Inclusion** – We embrace the diversity of individuals, ideas, beliefs, and cultures. We respect the dignity of all persons, the rights and property of others, and the right of all people to hold and express disparate beliefs.
- **Quality** – We strive to deliver education according to world-class standards. We are committed to an uncompromising standard of excellence in teaching, learning, creativity, and scholarship. We pursue excellence in all operations and strive to produce the highest quality outcomes in all endeavors.
- **Integrity** – We strive to build a community of learning and fairness marked by mutual respect. We uphold the principles of honesty, trust, equality, and accountability and ensure that these values translate into action. We believe that integrity is multi-dimensional and upheld by students, faculty members, administrators, partners, and staff.
- **Student-Centeredness** – We are student-centered in our approach to learning. We promote active learning rather than direct instruction so that learners gain professional competence with solving problems, addressing queries, formulating questions, debating ideas, and collaborating with teams.
- **Educational Access** – We believe that educational access is a fundamental human right. We seek to provide affordable higher education services and resources around the world to audiences where barriers to learning may exist.
- **Life-Long Learning** – We strive to build a community of life-long learners who share a common vision and passionate commitment to continually learn and apply new concepts and ideas both inside and outside the classroom.
- **Collaboration** – We believe that to best attain goals and objectives include when stakeholders work with a shared purpose. We model collaboration throughout our teaching and services as part of the international community. We actively seek opportunities to build partnerships and engage with external organizations.
- **Innovation** – We seek imaginative solutions to our challenges, purposed toward fulfilling our mission. We inculcate the value of innovation among our stakeholders, not only in the form of the most effective technological resources that enhance the delivery of educational content but also with the effective use of pedagogical approaches and instructional strategies.

ACADEMIC POLICIES

GRADING STANDARDS

The grading system of Charisma University follows a 4.0-grade point scale.

Grades P and NP do not apply to graduate programs. Undergraduate students that are seeking consideration for a P or NP grading option should notify their instructors three weeks before the end of their courses. In some cases, most undergraduate courses have no P & NP grading option. Students interested in the P & NP grading option should check with their instructors in advance whether their courses have P & NP option.

Grade	Quality	Minimum	Interpretation
A	4.00	93%	Excellent Achievement
A-	3.67	90%	Good Achievement
B+	3.33	87%	
B	3.00	83%	
B-	2.67	80%	
C+	2.33	75%	Credit
C	2.00	73%	Below Standard
C-	1.67	69%	
D+	1.33	65%	
D	1.00	60%	
D-	0.67	55%	Inferior but passing
F	0.00	less than	Failure
P	0.00	than	Credit, not toward GPA
NP	0.00	73%	No Pass, No Credit
TR(U)	0.00	< 73%	Undergraduate Transfer
TR(G)	0.00	73%	Graduate Transfer
R	0.00	80%	Repeat

PASS/FAIL, INCOMPLETE, AND WITHDRAWALS

While a grade designation of PASS (P) equates to a grade computed in the cumulative GPA score, the classification of FAIL (F) affects the cumulative GPA negatively.

Students who receive an (I) or incomplete grade may continue on the path of steady progress toward course completion but require more time to complete the course due to unavoidable

circumstances. Incomplete grades not removed within the same grading period are recorded as an (F) if there is no attempt to finish the coursework. However, if the student requires additional time, cannot complete the (X) within the time specified by the instructor will receive a withdrawal.

★ ★ ★ ★ ★ ★
Each student is responsible for officially withdrawing from course(s) he/she wishes not to attend.

★ ★ ★ ★ ★ ★

A student can withdraw from a course at any time in the Student Support Center with an understanding that refund and grading

policies will apply. Please, check the academic calendar for the last date to withdraw with or without a "W" grade and the refund policy to calculate the amount the University will refund you. The Registrar's office will process the course withdrawal request within 48hrs of receipt of the request. A withdrawal designation [W] indicates that the student chose to withdraw from the course before the end grading period, or final examination.



The (W) designation will not affect the GPA. Each student is responsible for withdrawing from a course(s) officially he/she wishes not to attend. In the event of a student abandons/leaves his/her class or course(s) without official withdrawal, then a grade "F" is recorded on each of those courses such student abandoned. Students under this category will be dismissed from the University regardless of his/her GPA.

STANDARDS OF ACADEMIC PROGRESS

Undergraduate students and graduate students must maintain a minimum GPA of 2.0 and 3.0, respectively, on a 4-point scale is regarded as competitive toward degree completion. Failure to maintain at least a 2.0 Cumulative GPA on undergraduate level or 3.0 cumulative GPA on graduate-level will result in Probation Status for the following grading period. If a student attains less than 2.0 GPA for undergraduate or 3.0 for graduate-level for two consecutive grading periods, the student will be suspended from regular student status or dismissed for not meeting academic proficiency status.

Charisma University Believes In
Empowerment Through Education

PETITION FOR GRADES

In the event a student does not agree with his/her grade(s), petition for grades must be filed in the [Student Support Center](#) by such student within 30 days from the date the Instructor(s) posted the grade(s). The Dean of the applicable School, after careful discussion(s) with the appropriate Instructor (s), will either recommend to the Registrar the approval or denial of the grade(s) petition(s). The student (petitioner) receives notification in writing of the Dean's decision within 14 days of the receipt of the grade(s) petition(s).

COURSE REPETITIONS

A student may repeat a course one time provided that he/she accepts the second grading of the course as final toward their GPA. Students who withdraw from a course before completion and grading period will not be subject to the course repetition limitations. However, if it appears that the student chooses withdrawal from a given course more than two times, the course repetition standard imposes with the next enrollment.

ADVANCED STANDING

Advance standing is that status given to a student who has met the minimal prerequisites for a particular course either by taking a course of similar nature from another institution or credit by examination. Students that attain an advanced standing status receive an exemption from taking the prerequisite courses; however, they must meet the minimum credit hour requirement for graduation at the particular level of graduation they have applied for.

PRIVACY

Charisma University is committed to protecting student information and maintaining transparency about what information it holds. We collect information to provide you with educational services, maintain a safe environment, and comply with regulations. We only share data with authorized personnel and organizations, and you have the right to access and control your information. Information about you in electronic form will be subject to password and other security restrictions, while paper files will be stored in secure areas with controlled access.

Any requests or objections should be made in writing to:

Charisma University
Registrar's Office
registrar@charisma.edu.eu
(649) 941-7337

FAMILY EDUCATION RIGHTS PRIVACY ACT (FERPA)

Charisma University complies with the Family Educational Rights and Privacy Act (FERPA) of the United States of America. FERPA is a federal law aimed at protecting the privacy of the education records of the students. Student record privacy has become an issue, especially in online education. However, Charisma University makes sure that it protects the privacy of its students by protecting their education records. In general, we seek written permission from the parents or eligible students before we release any information from the education record of the student. The parents or eligible students have the right to review and inspect the education record, and if they request it, we will provide it. However, records disclose, without consent and following FERPA regulations and under the following conditions or to the following parties:

- School officials with legal, educational interest, accrediting organizations, other institutions to which a student is transferring.
- Specified officials for evaluation or audit or purposes.
- To comply with a lawfully issued subpoena or judicial order.

Students who believe that the University has not adhered to the FERPA regulations can file complaints directly to the US department of education at

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-8520, USA

Charisma University is top students' choice of a University!

Education is priceless, that is why Charisma consistently innovates to stimulate the intellect of its students, while allowing them to have fun in their classes at the same time.

RETENTION OF STUDENT RECORDS

Charisma University permanently retains each student's transcripts. Students can request their transcripts anytime by using the transcript request online form available in the University Portal.

Student records are available at the University administrative office and in the University Portal accessible ONLY by the student to which the record belongs.

ACADEMIC FREEDOM POLICY

Charisma University is a Christian institution of high-quality education that aims to meet the goals to satisfy the greater good and the unencumbered quest for knowledge and its openness to examination and critical investigatory practices of the greater community. The University pursues to instruct its pupils in the self-governing and autonomous fashion that leverages the acknowledge of individual rights to fulfill societal accountability to encourage and motivate inspirational consciousness and esteem for a cooperative environment of scholarship. Charisma University assures liberty, autonomy, and sovereignty of artistic rights to faculty in the pursuit of producing a culture of student inquisitiveness and open-mindedness. Charisma University's faculty hold the responsibility to employ judgment in choosing appropriate themes that support knowledge attainment and education that aligns with curriculum and professional requirements and institutional academic objectives.

Charisma University supports and upholds a culture in which intellectual and academic freedom, as well as self-governing knowledge. This pledge conveys to faculty, staff, and leadership in several ways, including the faculty handbooks, course syllabi, and on-boarding or orientations.

Charisma University permits students, faculty, and staff to scrutinize and assess all curriculum concerning their academic area of study and curriculum, as set forth by the discipline's professional community at large. According to the Student's Rights and Responsibilities, the University permits prospects for affiliation and reservation for their academic freedom and autonomy of expression. Moreover, Charisma University's apex of academic freedom gears towards those who possess less experience with these principles and schools of thought, such as entry-level students, staff, or faculty.

Charisma University members, including employees, faculty members, administrators, and leadership committees, all have individual freedoms that form the substance of the University as long as they do not contradict or criticize our Faith Statement. At the heart of these freedoms is academic freedom that is a hard-earned principle for Charisma University, won and maintained by committed men and women amidst numerous challenges. Charisma University's leadership has a strong desire to safeguard these freedoms and strengthen them whenever possible.

Hence, Charisma University leaders, including administrators and leadership committees, all have individual freedoms that form the substance of the University. These Charisma University leaders are citizens, individuals from a learned profession, and leaders of an academic institution. When these individuals speak or write as citizens, they have freedom from institutional censorship or discipline as long as they do not contradict or criticize our Faith Statement. However, their respective positions in the Charisma University community entail special obligations. As scholars and university leaders, they are to keep in mind that the public may judge their profession and Charisma through their utterances. Thus, they should always be precise in their speech, exercise appropriate restraint, as well as be respectful toward others' opinions.

ACADEMIC HONESTY POLICY

At Charisma University, the production of quality graduates is a deliberate outcome. The University upholds academic integrity and enforces it among our student population for the sake of emphasizing the need to recognize and respect one's intellectual property.

Any form of academic dishonesty from any student constitutes a severe offense and warrants penalty. Academic dishonesty is classified as follows: Plagiarism, Cheating, Falsification of academic records, and Fabrication.

The course instructor and student discuss the first instance of academic dishonesty. The course instructor has the right to select one of the following options as a remedy:

- Withdrawing such student from that course
- Assigning a failing grade to such student in that course
- Referring the case to the academic review board

*At Charisma University,
Your Success Is Our Goal*

Instructors that choose to refer academic dishonesty cases to the academic review board call for a formal hearing, which the concerned student must attend. The review board conducts structured and official interviews via telephone conference call. The academic review board is composed of five faculty members appointed by the school dean and headed by the Chair of Academic Review Board. The academic review board forwards recommendations to the school dean who has the final right to a decision.

The second instance of academic dishonesty warrants immediate expulsion from the University, and the student's academic permanent file receives a record of the incident. Students expelled as a result of academic dishonesty remain inadmissible in the future.

GRIEVANCE PROCEDURES

Grievances appeal at Charisma University must be addressed according to their gravity. Students send their concerns through the [Student Support Center](#). The Student Support center requires an individualized login to maintain privacy and confidentiality. The Student Support Center is checked daily by the Director of Student Resources. These reports are handled using FERPA standards. To gauge the seriousness and urgency of the complaints or grievances, the APPEAL is sorted out according to the kind of concern the students have. The Director of Student Resources addresses technological or login problems. The EVP of Student Affairs handles other student grievances. These concerns include course modules, program concerns, professors, and grades. The EVP of Student Affairs will work with the Provost and the Deans to address any grades or teacher issues. According to these problems, the Executive Vice President of Student Affairs will schedule a meeting with the students to address and hear the concerns they may have. The Charisma University Ethics Committee will listen to more involved concerns.

To contact TRACS accreditation directly.

Complaint Policy - [1.BP104-ComplaintsAgainstMemberInstitutionsorTRACS.pdf](#)

Complaint Info Sheet - [2.ComplaintInformationSheet-AgainstInstitution_000.pdf \(tracs.org\)](#)

Complaint Form [3.TRACSComplaintForm-AgainstInstitution_000.pdf](#)

STUDENT'S RIGHTS 1. Right to cancel enrollment agreement/or withdraw from their programs and receive refunds (please see the refund policy). 2. Right to file a grievance petition against any faculty member or staff member. 3. Right to petition for grades. 4. Right to their academic records per Family Educational Rights and Privacy Act (FERPA) law. 5. Right to have a copy of the University's catalog and brochure

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3. Right to petition for grades
4. Right to their academic records per Family Educational Rights and Privacy Act (FERPA) law
5. Right to have a copy of the University's catalog, and brochure

INSIDE THE CLASSROOM

Charisma University courses are offered 100% online under the tutelage of live professors. Course materials and access to an online classroom will be made available to each student. No part of the academic work requires students to mail their completed work to their professors. Each course lasts for 8 weeks (weeks are from Sunday through Saturday).

Assignments, examinations, and quizzes (graded electronically) are due by the last day of each week, which is on Saturday before 11:59 p.m. local time. Students submit assignments on the date due; extensions are only extended in critical cases, not due to workload or organizational issues.

Charisma University has an academic writing center to provide students with guidelines on how to achieve the writing level expected of their course level. Each week, students participate in a discussion board activity. Each discussion board activity consists of one or more threads/topics. Instructors design assessment questions to allow students to apply the concepts they have learned in the chapter to real-world business scenarios or hypotheticals, but realistic situations.

Students are required to provide an answer(s) to the questions in each thread before 11:59 p.m. on Wednesday and comment on two classmates' posts by Saturday, the end of the week. Professors support the students throughout this 8-week course, complete grading and commenting on students' assignments, and discussion board participation within five days after the due dates. Students are encouraged to check their grades with their professors' comments at that time.

Access student grades, with professors' comments, in the online classroom. Professors are not required by the University to mail any students' graded assignments/discussion board responses to the students.

ATTENDANCE POLICY

All courses at Charisma University are delivered 100% online. The University requires that every student login to their classrooms frequently to interact with their professors and fellow students (e.g., exchange information, upload assignments, complete exams).

Each University professor tracks its students' course progress, a factor that can significantly impact the student's final course grade. Students that are not willing to participate fully in online learning receive advising to withdraw from their classes.

*At Charisma,
the sky is limit!*



The policy is to drop students from class after 21 days of inactivity. The date of the drop is after 21 days. The basis of refunds center on the drop day at the end of the 21 days.

The policy is to drop students not graduating in the maximum time allowed for the program. The maximum for each degree is listed below.

Degree Level	Total Number of Credits	GPA (Acceptable for graduation)	Grad. Duration (months) (Grad time-not guaranteed. Must meet all financial obligations.)	Max. time (months) (Allowed to complete the degree program)
Associate Degree (AA)	60 Total Credits (includes 33 credits in general education courses)	2.0 or better	Within 18-24	48
Bachelor's degree	120 Total Credits (includes 51 credits in general education courses)	2.0 or better	within 36-48	96
Master's (M.A., M.S. MBA., EMBA, MPH, M.Ed.) degree	36-54 Total Credits (includes 6-12 credits in theses)	3.0 or better	within 12-18	48
Doctorate (Ph.D., or Ed.D.) degree	63-90 Total Credits (includes 14 credits in dissertation and one credit in comp exam)	3.0 or better	within 36-60	84-96
Doctorate (Psy.D.)	60-90 Total Credits	3.0 or better	within 36-60	84-96

NOTE: Students must maintain a minimum GPA for their degree type.

Leave of Absence

Leave of absence is granted to students on a request based on:

- Illness*
- Maternity
- Bereavement/Funeral
- Childcare
- Military Services

NOTE: A leave of absence may be granted for more than 12 months if necessary.

Students seeking a leave of absence must use the online Support Center to submit a request. Students should note that leave of absence is granted for a maximum of 12 months unless otherwise stated.

Course Numbering System

Charisma University adheres to the below course numbering system:

- Undergraduate lower-division courses: 100-299
- Undergraduate upper-division courses: 300-499
- Master's level courses: 500-799
- Doctoral level courses: 800-999

Credit Hour Allocation and Course Instruction Requirements

Workload of Students

Charisma University's workload of students adheres to the U.S style of education as defined by the U.S Federal government as follows:

Credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit or the equivalent amount of work over a different amount of time,
2. OR At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.

Credit Hour Allocation

At Charisma University, one credit hour is equal to 45 hours of work. This work is divided up into 15 hours of direct faculty instruction and 30 hours of out-of-class student work. For example, a 3-credit course will include 135 total hours of work, 45 of these hours would be from direct faculty instruction, and 90 would be out-of-class student work.

Direct Faculty Instruction includes, but is not limited to:

1. Instructional Activity
2. Interactive Lessons
3. Participation in Discussion Boards (initial posts)
4. Virtual Labs/Simulations
5. Quizzes and Assessments:
6. Webinars/Live Sessions:
7. Instructor Annotations and Feedback:

Out-of-class student work includes, but is not limited to:

1. Reading Assignments
2. Homework/Assignments
3. Discussion Boards (responses)
4. Projects and Research:
5. Videos or other live presentations
6. Study/Review

GENERAL EDUCATION REQUIREMENTS

Each course values at 3 Credits. The general education courses at Charisma University hone students as holistic individuals possessing critical thinking skills applicable to diverse fields of knowledge. Students must complete 51 Credits from General Education Courses in undergraduate degree programs distributed as follows:

English Courses (9 Credits)

Undergraduate students must complete the following courses from the English section.

ENG 210 - American Literature
ENG 100 English Composition I
ENG 101 English Composition II

Communications Courses (9 Credits)

Undergraduate students must complete the following courses from the Communications section.

COM 210 Business Communication I
COM 211 Business Communication II
COM 286 Public Speaking

Humanities (6 Credits)

Undergraduate students must complete the following courses from the Humanities section.

PHIL 264 World Religions
PHIL 100 Introduction to Philosophy

Natural Science (3 Credits)

Undergraduate students must complete the following courses from the Natural Science section.

BIO 100 Principles of Biology
CHEM 100 Introduction to Chemistry

Mathematics (3 Credits)

Undergraduate students must complete the following course from the mathematics section.

MTH 257 College Algebra

Computer Science (3 Credits)

Undergraduate students must complete the following course from the Computer Science section.

CIS 100 Introduction to Computer

History (9 Credits)

Undergraduate students must complete the following courses from the History section.

HIS 217 Western Civilization I
HIS 218 Western Civilization II
HIS 122 American Government

Social and Behavioral Sciences (9 Credits)

Undergraduate students must complete the following courses from the Social and Behavioral Sciences section.

PSY 100 Introduction to Psychology

SOC 110 Introduction to Sociology

POL 100 Introduction to Political Science

GENERAL EDUCATION COURSE DESCRIPTIONS

ENG 100 English Composition I (3 Credits)

This course will include expository writing as well as the development and revision of paragraphs in essays. There will be various lessons that as rhetorical strategies, reading, and discussion of selected essays.

ENG 101 English Composition II (3 Credits)

This course will build on the previous course and focus on establishing skills in documented critical writing. It will also teach students to have a background in fiction, drama, and poetry. **Prerequisite** **ENG 100**

ENG 210 – American Literature (3 Credits)

ENG 210 American Literature explores American literature with attention to masterworks. In this course, students make sense of the heterogeneity of American literature to learn the most salient aspects of the literary – and, in some cases, also broader, cultural – developments on the territory of the United States from the foundation of the first English colonies to the first decade of the 20th century. Students learn about older American literature based on a selective and interpretive historical survey up until 20th-century writing viewed from different angles, according to its main genres and cultural and ethnic differences. **Prerequisite** **ENG 100**

COM 210 Business Communication I (3 Credits)

COM 210 Business Communication I delves into the linguistic approaches to business communication. This course brings together various strands of research, ranging from traditional methods in Languages for Special Purposes to the influence of culture on business communication. In particular, this course explores the various genres of business communication, including business presentations, negotiations, and meetings; sales talk and sales training; business letters to email and mobile communication; company websites; intercultural business communication; and new media in teaching and learning business languages.

COM 211 Business Communication II (3 Credits)

COM 211 Business Communication II is a continuation of COM 210 Business Communication I. Therefore, COM 211 Business Communication II also explores linguistic approaches to business communication, focusing on lexical phenomena and scholarly approaches to business communication, emphasizing corporate language and design. Topics in this course include the



structure of economic and business terms; metaphor, metonymy, and euphemism in the language of economics and business; the language of marketing and accounting; business lexicography; and organizational and spoken workplace discourse. **Prerequisite COM 210**

COM 285 Speech Communication (3 Credits)

COM 285 Speech Communication explores the techniques, exercises, and speeches that enable student to master public speaking as effective communication. This course emphasizes creating effective thesis sentences, motivational appeals, introductions and conclusions, outlines, and supporting information. Topics covered in this course include speech anxiety, delivery, subject selection and audience analysis, thesis sentences, motivational appeals, organizing and outlining, introduction and conclusion methods, supporting information, presentational aids, effective listening, Standard American English sounds, and creating various informative, persuasive, and special occasion speeches.

PHIL 264 World Religions (3 Credits)

PHIL 264 World Religions introduces students to the major religions of the world. Through this course, students learn how religions work, what makes them appealing, why they make sense to their adherents, and how society can examine them as symbolic systems that orient people to things of ultimate importance. Overall, this course demystifies religions for students by identifying each religion's specific logic and then explains how this logic guides adherents into experiences and encounters with ultimate ideas, beings, relationships, and realities.

PHIL 100 Introduction to Philosophy (3 Credits)

PHIL 100 Introduction to Philosophy introduces students to Western philosophy through its distant and more recent past. Through this course, students study the works and discourse of major philosophers by focusing on what is generally regarded as the central areas of philosophy: the nature of philosophy itself, the theory of knowledge (epistemology), and the essential nature of reality (metaphysics).

BIO 100 Principles of Biology (3 Credits)

BIO 100 Principles of Biology provides students with a general overview of the science of life and the study of living organisms. This course emphasizes biological principles and the application of knowledge in areas that include genetic engineering, genetic fingerprinting, fish farming, and the commercial uses of enzymes.

CHEM 110 Introduction to Chemistry (3 Credits)

CHEM 110 Introduction to Chemistry provides students with a unifying molecular view of the core elements of contemporary physical chemistry. Through this course, students obtain a topically connected and focused development storyline about molecules that leads them through the major areas of modern physical chemistry. In this approach, students learn that physical chemistry provides a coherent framework for chemical knowledge, from the molecular to the macroscopic level.

MTH 257 College Algebra (3 Credits)



The College Algebra course presents the basic principles of algebra. It is a course that teaches methods and theories regarding algebraic principles and problem-solving.

PSY 100 Introduction to Psychology (3 Credits)

PSY 100 Introduction to Psychology introduces students to clinical psychology as it operates on the ground: delivering clinical interventions, supervision, consultation, leadership, training, and research in rapidly changing health and care services. Through this course, students learn the core principles of clinical practice and outline the role of a clinical psychologist within a healthcare team. Topics covered in this course include working with children and families, adult mental health problems, people with disabilities and physical health issues, and the use of neuropsychology.

SOC 110 Introduction to Sociology (3 Credits)

SOC 110 Introduction to Sociology provides a focused introduction to the discipline of sociology, emphasizing theory and classical approaches. Through this course, students learn to think sociologically, make sense of, and contribute solutions to issues that affect individuals, groups, local communities, nations, regions, or the global population. Topics covered in this course are organized according to three themes: the importance of thinking sociologically, the classical tradition, and sociology and contemporary popular culture.

POL 100 Introduction to Political Science (3 Credits)

POL 100 Introduction to Political Science introduces students to the world of political science from a Christian perspective. Through this course, students learn many different areas of study in politics. This includes exploring the main ideas that are a part of political life, the institutions that make it function well, policies that are important to citizens, and international aspects of politics.

CIS 100 Introduction to Computer (3 Credits)

CIS 100 Introduction to Computers introduces students to computers and computing and their tremendous capabilities. This course teaches students about electronic computers, including number systems and codes, fixed point arithmetic, floating point arithmetic, decimal arithmetic, memories, input and output devices and I/O modes, software applications, and information systems fundamentals.

HIS 217 Western Civilization I (3 Credits)

HIS 217 Western Civilization I examines Western civilization and its place within world history. Through this course, students learn about the linkages between Western civilization and world history, using the appropriate tools to see each subject in the context of the other, emphasizing influences and connections. Topics covered in this course include the history of Western civilization, the rise of the West between 1450 and 1850, and the West in the contemporary world.

HIS 218 Western Civilization II (3 Credits)

HIS 218 Western Civilization II I explores the various Eastern discoveries, peoples, and places that enabled the rise of the West and helped shape Western civilization. This course hits two birds with one stone: students learn much about the East, especially the Islamic Middle East, North Africa,

India, Southeast Asia, Japan, and above all, China, and at the same time, learn new things about the West, Western civilization, and their origins. *Prerequisite HIST 217*

HIS 122 American Government (3 Credits)

HIS 122 American Government explores the course of American governance over the decades to answer the question of whether the scope and power of government have progressed through the years. Through this course, students will learn the answer to this overarching question. In the process, students will inspect evidence on several dimensions of governance, specifically, legislative actions concerning public functions, public finance, administrative capacity, and legal rulings.

MASTER'S DEGREE THESIS

The primary purpose of Charisma University's Master's Degree thesis requirement is to demonstrate the graduate student's capacity and ability to research in his or her field. The University has set the following guidelines for graduate students writing Master's theses to complete their degree. Each student should work closely with her or his advisor to come up with a thesis project of high standards.

The Thesis Advisor and the Reader

The thesis advisor will guide the Master's student. It is the student's responsibility to consult with his/her dean and obtain the agreement of a member to serve in this capacity. The thesis advisor must be a faculty member of the Master's degree program. The student can make alternate arrangements, but this is only by approval of the applicable Dean and the Program Director. After consultation with the thesis advisor, the student should choose a second reader (any member of the graduate faculty). He or she must provide the second reading a draft of his or her work following a strict timetable so that the student can incorporate criticisms and suggestions made by the second reader into the thesis.

Choosing a Thesis Topic

The initial and arguably most essential step in completing a thesis is choosing a thesis topic. The thesis advisor guides the Master's student in selecting which thesis subject and problem to evaluate. The student should choose a topic that is of intense and direct interest to him or her so that enthusiasm is maintained even in times of extreme pressure and adversity. The graduate student should also realize that various possible subjects are highly suitable. It is always a mistake to spend too much time finding the "optimum thesis topic." Besides, the research topic must allow the student to learn not only about the subject but also about the proper research methods used.

The thesis topic should not be so remote from the student's field of specialized training since acquiring the necessary background can result in an excessive delay. Also, the research topic should add, however modestly, to the professional knowledge in the chosen field. After choosing the topic to focus on, the student submits the "Thesis Subject" form, which describes the general topic and problem of the thesis. The thesis director and the thesis advisor should sign this form. At this time, the student should have already identified the proposed second reader. The student then submits to the thesis director an outline of the thesis and the thesis proposal, usually a draft of the first chapter.

While the University does not require a minimum length for the proposal, it should contain adequate details to clearly define and justify the research problem, as well as the proposed research plan. The student may include preliminary results if available. Concurrently, second readers receive the scope and meet with students to review. If the reader approves the thesis outline and proposal, the student then proceeds to write the thesis.

Writing the First Draft

The student must make sure that the thesis reflects the guidance of the advisor. There is no minimum length for the thesis. However, it should contain complete detail to clearly define and justify the research problem and the significance of the study, present a comprehensive literature review, discuss the research design and methodology used, as well as the analysis of the results, conclusions, and practical and theoretical recommendations. While the University expects the Master's thesis to contribute to the body of knowledge in the chosen field, the student should also emphasize the competent application of the research design and methodology.

The thesis must use the most current edition of the Publication Manual of the American Psychological Association format in typeface, headings, number of pages, and spacing. The referencing and citation style, as well as the use of graphs, tables, figures, and photos, should follow the APA guidelines. The student advisor and thesis readers should carefully consult and rigorously adhere to the guidelines set by the APA. The student should not use other handbooks, except with the permission of the thesis advisor. If a thesis lacks appropriate use of the latest APA version, the advisor will return the thesis unread and ask the student to correct in-text citations, reference lists, and other matters regarding formatting before the thesis reader starts reading and examining the manuscript. Charisma expects students to uphold high standards of research ethics, including honesty and integrity, in coding, collecting, and analyzing data. The Master's thesis must be an original work. Plagiarism is considered an academic crime. It constitutes grounds for

failing the Master's; the University may apply more severe sanctions if circumstances permit them. It is the responsibility of the student to understand the dangers of plagiarism and why they should avoid it. In order to avoid plagiarism, the University strictly requires the students to use the APA style of documentation, requiring the proper use of the author-date method of documentation. All references used in the text include the reference list found at the end of the manuscript.

The Final Draft

The Graduate Office receive a progress report from Advisors regarding the thesis and general quality of their work. The student submits the final draft to the thesis advisor. He or she should have identified the third reader by this time. The thesis advisor then sends copies and thesis evaluation forms to the second and third readers. They either approve or disapprove the copy of the thesis, depending on the agreement within the Committee. If disapproved, the student needs to revise the thesis until it meets the standards of the Committee.

Oral Defense

Once the Thesis Committee deems that the student is prepared to defend his or her work, the advisor will complete the oral defense form, indicating the defense teleconference date and those invited, including the committee members, faculty members, and Master's students in the appropriate department. In the oral defense, the graduate student participates in a real-time conference with the committees and other guests. The telephone conference call is the conventional manner of conferencing. On the day of the oral defense, the teleconference

company establishes the conference connection and tape-records the proceedings. During the oral defense, Thesis Committee members present focus questions related to the research. The presentation of each focus question should take about one minute.

The Master's student will reply to each question. He or she responds in five minutes. Committee members are allowed to give follow-up questions to the student. Each follow-up question should take about one minute for the presentation. The student replies to each follow-up question in not more than three minutes. Under exceptional circumstances, alternative methods of oral defense are more appropriate than telephone conferences. The thesis adviser can arrange acceptable alternatives such as videoconferences or electronic chat, rapid exchanges of e-mail, or face-to-face conferences. Under rare conditions, the oral defense of the thesis occurs by fax or post.

Evaluation

The Master's thesis serves as a demonstration of the capacity of the student to conduct original research. The thesis advisor shall evaluate the complete thesis submitted for assessment. As applicable, student's contribution and their timeliness is an essential component in the evaluation of the thesis. The thesis advisor submits in writing a statement with a proposal for a final grade. The thesis advisor, when preparing the report, may also request statements from the instructor. In cases where the advisor has proposed the grade of "Excellent," "Satisfactory," or "Fail," the Thesis Committee shall consult another University faculty or adjunct professor knowledgeable in the field when deciding on the student's grade.

DOCTORAL DISSERTATION

Students enrolled in a Charisma University doctoral program are required to submit a dissertation to satisfy this critical part of the requirements to complete his/her degree. This manuscript is the most critical requirement of the doctoral program because it is a permanent record of the creative effort or independent research that will give a student his or her degree. The best professional practice and academic tradition require Charisma University to share and preserve the student's work with other academics and scholars. In order to do that successfully, we must uphold high standards of scholarship, and we must require that every student meet those standards.

Passing the Comprehensive Examination

Students intending to pursue doctoral degrees must take and pass a comprehensive examination after they have completed their non-dissertation courses because it is a prerequisite of the dissertation courses. One of the purposes of this examination is to sufficiently assess students' full knowledge of the dissertation title they wish to research.

Intellectual Requirements

Students should come up with a dissertation that makes an original and significant contribution to the field of study. Students can explore previously neglected primary sources, undertake an interpretation of existing literature or original theoretical analysis, or use primary material to develop their critique of past and current scholarly arguments. Merely reviewing the books and scholarly articles and materials that students have collected about the topic is not enough. The dissertation should demonstrate that students can collect research evidence and consider a particular problem or topic in detail, and also that they understand how their chosen topic supports or debunks the works other scholars have done in the field. The review of related literature should demonstrate how the works of others on the same topic relate to each other and where the students' work positions. Also, the analysis should demonstrate an awareness of other researchers and the implications for these positions for a dissertation.

Writing the Dissertation

Charisma University requires all doctoral students to strictly follow the guidelines of the latest edition of the Publication Manual of the American Psychological Association (APA) format, including guidelines on headings, spacing, margins, typeface, number of pages, citation and reference style, rules in the usage of graphs, figures, tables, and so forth. Doctoral students, as well as their dissertation supervisors and examiners, should carefully consult and rigorously adhere to the APA Handbook. Students should not use other handbooks except with the permission of their supervisors. If students have not prepared a dissertation draft using an approved APA handbook, the Dissertation Committee will return the manuscript unread and will ask that reference lists, citations, and other matters regarding format are revised before the examiners proceed to work with the dissertation. Additionally, students are to uphold high

standards of research ethics, including honesty and integrity in coding, to collect and to analyze data. As to the length of the dissertation, this University has no specific requirement. All dissertations must be in English. Charisma University expects that every dissertation is an original work. Plagiarism is a ground for failing the doctoral program; the University may also apply more severe sanctions if circumstances warrant them. Students are responsible for understanding the concept and consequences of plagiarism. In order to avoid plagiarism, the University strictly requires the students to use the APA style of documentation that requires the author-date style of documentation. The reference list at the end of the manuscript includes all references cited in the text.

Preliminary Acceptance of the Dissertation

Before sending it to the Dissertation Committee, members of the doctoral Supervisory Committee shall declare to the dissertation supervisor one of the below options.

- (1) The work is of adequate quality and substance to warrant that it is ready to be read and reviewed by external examiners and that the doctoral student is prepared to proceed to the oral defense; or
- (2) The work is unsatisfactory, and that the doctoral student is not prepared to proceed to the final oral defense.

This preliminary acceptance of student dissertations protects and maintains the reputation of doctoral programs and Charisma University for excellence in online education. If the supervisory Committee considers a dissertation is ready for examination by external members, the supervisory Committee completes and signs a form. This form states to forward the preliminary acceptance of the dissertation to the Academic Unit graduate program designate. The Academic Unit graduate program representative then completes and submits the same form before inviting external examiners to read and examine the dissertation, and before the scheduled oral defense.

Dissertation Committee

The Dissertation Committee comprises of two qualified members (who are research active). The third committee member is usually a member of the Charisma University research staff. The dissertation supervisor, in collaboration with the doctoral student, is responsible for forming the Committee. The dissertation supervisor will present the proposed dissertation committee members or external examiners to Charisma University's Dissertation Council before the proposal defense. The Dissertation Council will then review the application and make a recommendation to the Dean of the applicable college, who will make the final decision whether the proposed external members are of an acceptable standard. The decision basis is on three criteria:

- (1) The member is an expert in the specific focus area of the doctoral student's research, with a strong academic record of high-quality works and publications related to the topic.
- (2) The member has typically graduated their doctoral students.
- (3) The member is generally from a department that grants Doctorate's degrees.

Once approved, the Dean sends a letter to the external members or examiners, inviting them to act as the external role, including participation in the oral defense using virtual technology.

Oral Defense

Once the Dissertation Committee deems that the student is prepared to defend his or her work, the supervisor will send the oral defense form to the applicable Dean, indicating the defense teleconference date and those invited, including the Dissertation Council, the committee members, faculty members and graduate students in the appropriate department. In the oral defense, the graduate student participates in a real-time conference with the committees and their guests. The telephone conference is the conventional manner of meeting.

During the oral defense, Committee members present focus questions related to the research. The presentation of each focus question takes about one minute.

- (1) The doctoral student responds to each question.
- (2) They are allowed five minutes per response.
- (3) Committee members may provide follow-up questions to the student.
- (4) Each follow-up question takes no more than a minute for presentation.
- (5) The student replies to each follow-up question in less than three minutes.

Under exceptional circumstances, alternative methods of oral defense may be approved by the President of the University on a per student basis.

Following the completion of the oral defense at which the student passes the dissertation, the candidate makes the needed revisions and submits the approved dissertation within the timelines established by the examination committee, and the Dissertation Committee. If the student fails to submit the final copy and the necessary forms on or before the approved time limit, they may not graduate. After the Dissertation Committee receives the completed dissertation and forms indicating that the student has passed the dissertation and the oral examination, which endorses the candidate.

TRANSFER CREDIT POLICIES

Maximum Number of Transfer Credits Accepted

Military Assessment (ACE)	30 Credits Bachelors 6 Credits Master's (evaluated as graduate credits) 4 Credits Doctorates (evaluated as graduate credits)
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NOTE: Courses accepted under this clause lists as a PASS and carry no GPA designation.

Transfer from other Colleges	Up to 75% of required credits. Students must take 25%, including the last 25% of their total credits, at Charisma University. All credits transferred must be within the last 10 years.
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NOTE: Courses accepted under this clause lists as a transfer and carry no GPA designation.

Transfer Credit Procedure

Transfer credits are managed and approved by the Registrar's office. Learners must transfer credits prior to the drop deadline for their first term of study. It is the learner's responsibility to ensure that the relevant official transcripts from other institutions are sent to Charisma University in a timely fashion. The university may ask the student to provide detailed course outlines, course content, and other supporting details to complete the assessment process. Where a learner is requesting transfer credit for a program that does not have an articulation agreement, the request will be assessed by the academic department responsible for that discipline. Transfer credits are communicated to the learner in writing. Transfer credits are only processed for learners in good standing.

Maximum combined military and other transfer credits cannot exceed 75% of the credits required for a degree. Graduate-level credit(s) transfer should not be older than ten (10) years from the date of entry into the program.

Charisma University accepts credits from accredited colleges or universities. Students that have completed their previous educations at universities/colleges where English was not the official language of instruction must forward their transcripts/credentials to any of the following agencies for evaluation:

- Foreign Academic Credentials Service - <https://facsusa.com/>
- Institute of Credential Services - <https://ifcsevals.com/>
- International Education Research Foundation (IERF) - <http://ierf.org/>
- Validential - <https://validential.com/>

Students will forward completed credentials evaluation by any of the above evaluation agencies to the University directly from the agency providing the evaluation service(s).

Charisma University voluntarily complies with the principles and criteria of Servicemembers Opportunity College (SOC) and provides full opportunity for inter-institutional transfer of credits received at other SOC Colleges and Universities, to the published limits regarding the transfer of credits. Further, the University fully respects and grants the transfer of Military acquired Skills and Knowledge from the American Council on Education (ACE).

Credit by Examination

A maximum of 24 undergraduate credits is acceptable toward the degree from Internal and External subject examinations. Charisma University recognizes the following examination programs: College Level Examination Program (CLEP); Advance Placement (AP) Examinations; University of the State of New York Subject Exams; and Thomas A. Edison State Subject Exams.

Experiential Learning

Charisma University does not sponsor experiential learning. The University awards no credits based on life experience.

Disclaimer Regarding Transferability of Credits from Charisma University

Charisma University cannot guarantee the transferability of its credits to other institutions. The acceptance of transfer credits is at the sole discretion of the receiving institution. Students are strongly encouraged to contact the institution(s) to which they may wish to transfer credits to determine their transfer credit policies and to obtain a pre-evaluation of transferability prior to enrolling at Charisma University. Charisma University will provide official transcripts and any necessary documentation to assist students in the transfer process. However, the final decision on the acceptance of transfer credits rests with the receiving institution.

Articulation Agreements or Memorandum of Understanding (MoU)

Charisma University has Articulation Agreements or Memorandum of Understanding with the following Universities:

Bellevue University, Nebraska, USA

International European University, Kyiv, Ukraine

FPT University, Hanoi, Vietnam

See Appendix A for copy of each.

ENROLLMENTS AND ADMISSIONS

ADMISSIONS REQUIREMENTS

Charisma University does not discriminate against any person based on age, sex, religion, race, color, disability, national or ethnic origin, or political affiliation in its admission policies, its employment opportunities, or other policies or practices.

All degree and non-degree seeking students must meet the following admissions requirements before getting admitted or provisionally admit into the University:

1. A completed admissions application;
2. A completed letter of intent (for doctoral students) stating which doctoral you plan to complete and the reason for your seeking the degree;
3. ID Verification
 - A. Charisma University ensures that students enrolled in their classes are the actual students admitted to the programs.
 - B. Charisma University requires all its local licensed agents to collect and verify every student's information, which includes the government-issued ID. This part is completed before the student is enrolled in any class.
 - C. In the case where our local agents are not available, the Registrar's office makes the verification directly with the embassies.
4. Doctorate applicants are required to provide documentation attesting to two years of professional experience, in the form of resumes or letters of recommendation;
5. Official transcripts from accredited colleges, universities, or other institutions attended and have earned any credit sent directly to Charisma University;
 - A. The University accepts unofficial copies of transcripts for provisional admissions provided the receipt of the official transcripts is within eight (8) weeks of acceptance.
 - B. Students admitted under provisional status will not be allowed to take more than 12 credits courses for undergraduate classes or 6-8 credits courses for graduate classes until the removal of their provisional status.
6. Adherence to the GPA Policies;
 - A. Master's degree-seeking students must have earned a Bachelor's degree with a minimum GPA of 2.0 from accredited colleges or universities.
 - B. Doctorate seeking students must have earned a Master's degree with a minimum GPA of 3.0 from accredited colleges or universities. At the discretion of the school Dean, Doctorate seeking students with less than 3.0 GPA of Master's degree may be conditionally admitted into the program and required to maintain a minimum of 3.3 GPA for 12 consecutive semester hours in the program.
7. Proof of High School Diploma/Certificate or GED (Required from all undergraduate degree-seeking students);

8. Official documents that support the granting of college or university credit from sources such as CLEP, DANTES, and college-level GED, advanced placement examinations, Achievement Tests (AT), University of the State of New York Subject Exams, and Thomas A. Edison State Subject Exams;
9. Non-traditional transfer credits that meet the University requirements;
 - A. Evaluation of armed services-credits evaluated using the American Council on Education (ACE) guide <http://militaryguides.acenet.edu/>
 - B. Formal educational programs and courses sponsored by non-collegiate organizations whose credits meet the recommendations established by the American Council on Education
 - C. Charisma University accepts credits from accredited colleges or universities. Students that have completed their previous educations at universities/colleges where English was not the official language of instruction must forward their transcripts/credentials to any of the following agencies for evaluation:
 - Foreign Academic Credentials Service - <https://facsusa.com/>
 - Institute of Credential Services - <https://ifcsevals.com/>
 - International Education Research Foundation (IERF) – <http://ierf.org/>
 - Validential -<https://validential.com/>

*NOTE: Completed credentials evaluation by any of the above evaluation agencies must be forwarded directly to Charisma University by the agency providing such evaluation service(s).

10. English Proficiency requirement met through one of the following ways:

- A. Undergraduate applicants (Associate/Bachelors' degrees) whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must receive a minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet-Based Test (IBT), or a 6.0 on the International English Language Test (IELTS)
- B. Graduate applicants (Master's' degrees) whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must receive a minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT) or 71 on the Internet-Based Test (IBT) or 6.5 on the International English Language Test (IELTS)
- C. Graduate applicants (Doctorates' degrees) whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL PBT) or 80 on the Internet-Based Test (IBT) or 6.5 on the International English Language Test (IELTS)

Language of Instruction

Prospective students should be aware of the fact that English is the language of instruction at this University. The University emphasizes continued improvement in speaking, writing, and reading skills throughout the student's course of study. Students from these countries have met the University's English proficiency requirements:

Antigua and Barbuda	Pakistan
Australia	Papua-New Guinea
Bahamas	Philippines
Bangladesh	St. Christopher-Nevis
Barbados	St. Lucia
Belize	St. Vincent
Bermuda	Seychelles
Botswana	Sierra Leone
British	Solomon Islands
Caribbean	South Africa
British West Indies	Sri Lanka
Brunei	Swaziland
Cameroon (English-speaking part)	Tanzania
Canada except for Quebec	Trinidad – Tobago
Cayman Islands	Uganda
Cook Islands	United Kingdom
Dominica	United States
Fiji	Zambia
The Gambia	Zimbabwe
Ghana	
Gibraltar	
Grenada	
Guyana	
Hong Kong	
India	
Ireland	
Jamaica	
Kenya	
Lesotho	
Liberia	
Malawi	
Malta	
Mauritius	
Micronesia	
Namibia	
Nauru	
New Zealand	
Nigeria	
Niue	
Northern Marianas	

Students from countries not listed above may have to fulfill the University's English proficiency requirement, as stated in the enrollments/admissions section. The University does **not** provide English language services.

High school certificate/diploma/GED requirements by country

Afghanistan

- * Baccalauria with a minimum average of 65%

Albania

- * Dëftesë Pjekurie (Certificate of Maturity) with a minimum average of 6 or "shtatë."

Argentina

- * Bachillerato with a minimum average of five (5) (scale of 1-10)
- * **Victoria** - Certificate of Education with "B" or 70%
- * **Western Australia** - Certificate of Secondary Education with "B"

Australia

- * **Australian Capital Territory** - Year 12 Certificate with minimum "B" or "High Achievement."
- * **New South Wales** - Higher School Certificate
- * **Northern Territory** - Senior Secondary Studies Certificate with "B" or 14
- * **Queensland** - Senior Certificate with "High Achievement"
- * **South Australia** - Certificate of Education with minimum "B," "High" or 14
- * **Tasmania** - Certificate of Education with "H"

Austria

- * Reifeprüfungsezeugnis (Maturity Examination Certificate) with a minimum of three (3) or "Befriedigend" (Satisfactory)

Bahamas

- * High school transcript with a minimum average of 70%; BGCSEs with a minimum grade of "C."

Bahrain

- * Shahadat itmaam al-diraasa al-thaanawiya al-aamma (Secondary School Certificate) and tawjihi exam results with a minimum average of 70% or "Very Good."

Bangladesh

- * Higher Secondary Certificate with a minimum Second Division or 50% (First Division or 60% in required courses)

Barbados

- * CXC with a minimum grade of three (3) or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

Belarus

- * Atestat ab agul' naj sjarednjaj adukatsyl (Certificate of Completion of General Secondary Education) with a minimum four (4) (scale of 2-5) or "Dobra" (Good)

Belgium

- * Certificat d'Enseignement Secondaire Superior/Getuigschrift van Hoger Secundair/Abschlußzeugnis der Oberstufe des Sekundarunterrichts (Certificate of Higher Secondary Education) with a minimum 11

Belize

- * CXC with a minimum grade of three (3) or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

Benin

- * Baccalauréat with a minimum 10 (scale of 1-20)

Bermuda

- * IB Diploma - a minimum overall score of 15; American Curriculum - a minimum "C."

Bolivia

- * Bachiller en Humanidades (Bachelor in the Humanities) with a minimum grade of "5" (scale of 1-7) or "Bueno" (Good)

Botswana

- * Cambridge Overseas School Certificate with grades of five (5) or better

Brazil

- * Certificado de Conclusão de Segundo Grau (Secondary Education Conclusion Certificate) with a minimum grade of five (5) (scale of 0-10)

Brunei Darussalam

- * At least two GCE A levels with grades of "C" or better, or Matriculation Examination results

Bulgaria

- * Diploma za Sredno Obrazovanie (Diploma of Secondary Education) with a minimum grade of three (3) (scale of 2-6)

Burkina Faso

- * Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Bachelor of Secondary Education) with a minimum 14 (scale of 0-20)

Burundi

- * Diplôme des Humanités Complètes with min 70% or "grande distinction" required.

Cameroon

- * Secondary Anglophone - at least two GCE A Levels with a minimum grade of "C."
- * Secondary Francophone - Baccalauréat de l'Enseignement Secondaire (Baccalaureate of Secondary Education) with a minimum average of 10 (scale of 0 – 20)

Canada

- * High School Diploma or GED. SAT or ACT is acceptable to substitute a GED. However, completion of high school is a condition for acceptance of either SAT or ACT.

Central Africa Republic

- * Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Secondary School Bachelor) with a minimum 10 (scale of 0 – 20)

Chad

- * Baccalauréat (Baccalaureate) with a minimum 10 (scale of 0 – 20)

Chile

- * Licencia de Educación Media (License of Middle Education) with a minimum five (5) required (scale of 0 – 7)

China

- * Senior/Upper Middle School Graduation Certificate with a minimum average of 70%

Columbia

- * Bachiller (Bachelor) a minimum average of 5 required (scale of 0 – 10)

Congo

- * Baccalauréat (Baccalaureate) with a minimum 14 (scale of 0 – 20)

Costa Rica

- * Diploma de conclusión de Estudios de educación diversificada (Certificate of the conclusion of diversified education studies) or Bachillerato (Bachelor) with 70/100, 7/10.

Cote d'Ivoire

- * Baccalauréat (Baccalaureate) / Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Bachelor of Secondary Education) with 10 (scale of 0 - 20)

Croatia

- * Secondary School Leaving Diploma with a minimum 3/5 or "Dobar" ("Good")

Cuba

- * Bachiller/Bachillerato (Bachelor/Baccalaureate) or Diploma de Graduado Pre-Universitario (Pre-University Graduate Diploma) with a minimum 70%.

Cyprus- South (Greek-Cypriot)

- * Apolyterion (Certificate of Completion – Upper Secondary School) with a minimum 11/20

Cyprus- North (Turkish-Cypriot)

- * Lise Diplomasi (Secondary School Diploma) with a minimum 7/10

Czech Republic

- * Vysvědčení o Maturitní Zkoušce (Certificate of Maturity Examination) with a minimum 2/5 or "Chvalitebný" (Very Good)

Denmark

- * Studentereksamen (Student Examination); Højere Forberedelseseksamen or "HK" (Higher Preparatory Examination); Højere handelseksamen or "HHK" (Higher Commercial Examination); or Højere teknisk eksamen or "HTX" (Higher Technical Examination) with a minimum 6.5/13

Dominican Republic

- * Bachillerato en Ciencias y Letras (Bachelor in Sciences and Letters)

Ecuador

- * Bachillerato (Baccalaureate) with a minimum 6/10

Egypt

- * Thaanawiya (Certificate of Completion of General Secondary Education) with a minimum 70%

El Salvador

- * Bachiller (Bachelor) with a minimum 5/10

Eritrea

- * School Leaving Certificate with a minimum grade of 70%.

Estonia

- * Secondary School Certificate with a minimum 3/5

Ethiopia

- * Ethiopian School Leaving Certificate Examination (ESLCE) with a minimum B or 70%

Fiji

- * Form 7 Examination with a minimum of 70%

Finland

- * Ylioppilastutkintodistust / Studentexamensbetyg (Matriculation Examination Certificate) with a minimum 7/10

France

- * Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education); Diplôme de Bachelier de Technicien (Diploma of Baccalaureate of Technician), depending on course complement; or Baccalauréat Professionel (Vocational Baccalaureate), depending upon course complement, with a minimum grade of 10/20.

Gabon

- * Baccalauréat (Baccalaureate) or Baccalauréat Technique (Technical Baccalaureate), depending on course complement, with a minimum grade of 10/20.

Gambia

- * WAEC Senior Secondary results, or GCE O level, or GCSE of SAEB, or NECO with at least five grades of C5 or better.

Georgia

- * Sashualo ganatlebis atestati (Certificate of Completion) with a minimum grade of 3/5

Germany

- * Zeugnis der Allgemeinen Hochschulreife (Certificate of General University Maturity) / Abitur examination with grades of 3 or lower (scale of 6-1) on Certificate and eight (8) or better (scale of 0-15) on Abitur

Ghana

- * WAEC Senior Secondary results, or GCE O level, or GCSE of SAEB, or NECO with at least five grades of C5 or better.

Greece

- * Apolyterio (Certificate of Completion – upper secondary school) with a minimum grade of 10/20

Grenada

- * CXC's with a minimum grade of three (3) (scale of 1-6)

Guatemala

- * Bachiller en Ciencias y Letras (Bachelor in Science and Letters) with a minimum 70%

Guyana

- * CXC's with a minimum grade of three (3) (scale of 1-6)
- *

Haiti

- * Baccalauréat (Baccalaureate) or Diplôme d'Enseignement Secondaire (Diploma of Secondary Instruction) with a minimum 70%

Honduras

- * Bachiller en Ciencias y Letras (Bachelor in Sciences and Letters) or Bachillerato (Baccalaureate) with a minimum 70%

Hong Kong

- * At least two A levels with grades of C or better

Hungary

- * Gimnaziumi Erettsegi Bizonyitvány (Secondary School Maturity Certificate) with a minimum grade of 3/5

Iceland

- * Studentsprof (Matriculation Examination) with a minimum 5/10

India

- * Higher Secondary Certificate with min Second Class or Division ranking and a minimum 50%.

Indonesia

- * Surat Tanda Tamat Belajar Sekolah Menengah Umum (Certificate of Completion of Upper Secondary School) with a minimum grade of 5/10

Iran

- * Pre-University Year with a minimum grade of 10/20

Iraq

- * Baccalaureate with a minimum grade of 70%

Ireland

- * Leaving Certificate with at least two higher-level grades of C or better

Israel

- * Teudat Bagrut with 7/10 or 70%

Italy

- * Diploma dell' Esame di Stato conclusivo dei Corsi di Istruzione Secondaria Superiore with a minimum grade of 7/10

Jamaica

- * CXC with a minimum grade of 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

Japan

- * Kotogakko Sotsugyo Shosho (Diploma of Graduation) with a minimum grade of three (3) (scale of 1-5)

Jordan

- * Tawjihi (General Secondary Education Certificate) with a minimum of 60%

Kazakhstan

- * Atestat o Srednem Obrazovanii or Diplom o Srednem Spetsialnom Obrazovanii (Certificate of Complete Secondary Education) with a minimum grade of 3/5

Kenya

- * A minimum "B" average on Kenya Certificate of Secondary Education (KCSE) exams

Korea (South)

- * Immungye Kodung Hakkyo Choeupchang (Academic Upper Secondary School Certificate) with "C" average or 70%

Kuwait

- * Shahadat Al-Thanawiya-Al-A'ama (Secondary School Leaving Certificate) with a minimum of 60%.

Latvia

- * Atestāts par vispārējo vidējo izglītību (Certificate of General Secondary Education) with a minimum 6/10

Lebanon

- * Baccalauréat II with a minimum grade of 10/20

Lesotho

- * Five courses including with a minimum grade of 4.5 (scale of 9 – 1) Liberia.
- * WAEC Senior Secondary results, GCE O level, or GCSE of SAEB, or NECO with at least five grades of credits or better.

Liechtenstein

- * Matura (Maturity Certificate)

Lithuania

- * Maturity Certificate
- * Luxembourg: Diplôme de Maturité or Diplôme de Fin d'Études Secondaire

Macedonia

- * Svidetelstvo za Zavreno Sredno Obrazovanie (Certificate of Completion or Secondary Education) with a minimum 60% or 6/10

Madagascar

- * Baccalauréat de l'Enseignement du Second Degré with a minimum 10/20

Malawi

- * Malawi Certificate of Education with at least five grades of 4.5 or better (scale of 9 – 1)

Malaysia

- * Sijil Tinggi Persekolahan Malaysia (STPM) with 60%

Mali

- * Baccalauréat Malien with a minimum of 10/20

Malta

- * Matriculation Certificate or at least two (2) A levels at grade "C" or better

Mauritania

- * Baccalauréat de l'Enseignement du Second Degré with a minimum of 10/20

Mauritius

- * GCE with at least two A levels at grade C or better or French Baccalauréat with a minimum 10/20

Mexico

- * Bachillerato

Moldova

- * Diploma de Bacalaureat (Diploma of Baccalaureate) or Atestat de Studii Medii (Certificate of Secondary Studies) with a minimum 5/10.

Mongolia

- * Certificate of Complete Secondary Education with excellent grades or one year of study from a recognized university

Montserrat

- * CXC grades of 3 or better or at least two GCE A levels with grades of "C" or better

Morocco

- * Baccalauréat de l'Enseignement Secondaire with a minimum 10/20

Mozambique

- * Certificado de Habilitação es Literarias (Secondary School Leaving Certificate) with a minimum 10/20

Myanmar

- * One year of study from a recognized university with a minimum 60%

Namibia

- * GCE results with at least two A levels at grades of "C" or better or one year of study beyond GCSEs

Nepal

- * Proficiency Certificate with 60%

Netherlands

- * HAVO Diploma (Hoger Algemeen Voortgezet Onderwijs) with a minimum 5/10

New Zealand

- * National Certificate of Educational Achievement (NCEA) Level III

Niger

- * Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education) with 10/20

Nigeria

- * WAEC Senior Secondary results, or GCE O level, or GCSE of SAEB, or NECO with at least five grades of credits or better.

Norway

- * Vitnemål fra den videregående skolen (Certificate from Upper Secondary School) with a minimum grade of 3/6

Oman

- * Thanawiya amma (Secondary School Leaving Certificate) with 70%

Pakistan

- * Higher Secondary Certificate or Intermediate Certificate with 50% or Second Division standing (60% in required courses)

Panama

- * Bachiller (Bachelor) with a minimum 3/5

Papua New Guinea

- * Higher School Certificate with 60%

Paraguay

- * Bachiller (Bachelor) with a minimum 3/5

Peru

- * Bachiller (Bachelor) with a minimum 10/20

Philippines

- * A minimum one year of study from a recognized university or High School Diploma

Poland

- * Świadectwo Dojrzałości (Maturity Certificate) with 3/6

Portugal

- * Certificado de Fim de Estudos Secundárias (Certificate of Completion of Secondary Studies) with 10/20

Qatar

- * Thanawiya aam Qatari (Qatari General Secondary Education Certificate) with 60%

Romania

- * Diplomă de Bacalaureat (Baccalaureate Diploma) with 5/10

Russian Federation

- * Attestat o Srednem Obrazovanii (Certificate of Secondary Education) with 3/5

Rwanda

- * Certificat des Humanities Générales

St. Kitts and Nevis

- * CXC with a minimum grade of 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

St. Lucia

- * CXC with a minimum grade of 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

St. Martin/St. Maarten

- * Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education) with a minimum 10/20

St. Pierre and Miquelon

- * Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education) with a minimum 10/20

St. Vincent and The Grenadines

- * CXC with a minimum grade of three (3) or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

Saudi Arabia

- * Tawjihiyah (General Secondary Education Certificate) with a minimum of 70%

Scotland

- * Scottish Certificate of Education at the Higher Level, or at least two GCE A levels with grades of "C" or better

Senegal

- * Baccalauréat or Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education) with 14/20

Serbia and Montenegro

- * Diploma o Završenoj Srednjoj Školi (Diploma of Completion of Secondary School)

Seychelles

- * At least two GCE A levels with grades of "C" or better or one year of study beyond O levels

Sierra Leone

- * WAEC Senior Secondary results, or GCE O level, or GCSE of SAEB, or NECO with at least five grades of C5 or better.

Singapore

- * Sijil am Pelajaran Singapore-Cambridge (Singapore-Cambridge General Certificate of Education) with Ordinary and Advanced level grades of C5 or better

Slovakia

- * Vysvedčenie o Maturitnej Skúške (Maturity Certificate) with a minimum grade of two (2) (scale of 5-1)

Slovenia

- * Maturiteno spričevalo (Maturity Examinations Certificate) with a minimum 3/5

Solomon Islands

- * At least two GCE A levels at grade "C" or better

Somalia

- * At least two GCE A levels at grade "C" or better

South Africa

- * Senior Certificate with Matriculation Endorsement with a minimum 70% or "B" average

Spain

- * Título de Bachiller with a minimum average of 6/10

Sri Lanka

- * Sri Lanka General Certificate of Education Advanced Level or General Certificate of Education with at least two grades at "C" or better

Sudan

- * Cambridge Overseas School Certificate or GCE A levels with at least two grades at "C" or better

Suriname

- * CXC with a minimum grade of 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

Swaziland

- * Cambridge Overseas School Certificate or GCE A levels with at least two grades of "C/5" or better

Sweden

- * Slutbetyg Från Gymnasieskola (Upper Secondary School Leaving Certificate) with Väl Godkänd/VG (Pass with Distinction)

Switzerland

- * Maturitätszeugnis, Certificat de Maturité, or Attestato di Maturità (Maturity Certificate)

Syria

- * Baccalauréat or Al Shahada Al Thanawiya (Secondary School Leaving Certificate)

Taiwan

- * Senior/Upper Middle School Graduation Certificate with a minimum average of 70%

Tanzania

- * National Tanzanian Examination results at Advanced Level or GCE A level results with at least two grades of "C" or better

Thailand

- * Matayom VI with a minimum average of 2/4

Togo

- * Baccalauréat (Baccalaureate) with a minimum average of 10/20

Trinidad and Tobago

- * CXC with a minimum grade of 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

Tunisia

- * Baccalauréat (Baccalaureate) with a minimum average of 10/20

Turkey

- * Devlet Lise Diploması (State Secondary School Diploma) or Lise Bitirme Diploması (Secondary School Completion Diploma) with a minimum 3/5

Turkmenistan

- * Attestat o Srednem Obrazovanii (Certificate of Secondary Education) with a minimum 3/5
- * CXC grades of 3 or better or at least two GCE A levels with grades of "C" or better
- * Uganda Advanced Certificate of Education, Cambridge Overseas Higher School Certificate or East African Advanced Certificate of Education with grades of "C" or better

Ukraine

- * Attestat pro povnu zagal' nu seredno osbitu (Certificate of Completed Secondary Education) with a minimum 3/5

United Arab Emirates

- * Thanawiya (Secondary School Leaving Certificate) with a minimum of 70%

United Kingdom (England, Wales and Northern Ireland)

- * GCE Advanced level with at least two grades of C or better

United States of America

- * High School Diploma or GED. SAT or ACT may substitute a GED. However, completion of high school is a condition for the acceptance of either SAT or ACT.

Uruguay

- * Bachiller or Bachillerato with a minimum 6/12

Uzbekistan

- * Attestat o Srednem Obrazovanii (Certificate of Secondary Education) with 3/5

Venezuela

- * Bachiller with a minimum average of 10/20

Vietnam

- * Bang Tốt Nghiệp Phổ Thông or Bang TuTai Hai (Baccalaureat II) with a minimum average of 5/10

Yemen

- * Thanawiya (General Secondary School Certificate) with a minimum average of 70%

Zambia

- * Zambian School Certificate with at least five grades of "5" or better (including that for "English Language")



Zimbabwe

- * General Certificate of Education (GCE) with at least two A levels at grade "C" or better



PROVISIONAL ADMISSIONS

Charisma provisionally admits and registers students that have not met all of the admissions requirements, provided they deliver copies of unofficial transcripts in advance. The maximum time allowed for students on provisional admissions status to provide their official transcripts is eight (8) weeks. Students under this provisional admission status that have failed to submit official transcripts after the maximum allowable time are not eligible to continue attending classes until adherence to all admissions requirements. Charisma does not permit students admitted under provisional status to register for more than 12 credits total for courses in undergraduate programs or 6-8 credits total for courses in graduate programs.

RE-ADMISSIONS

Students on academic suspension, or who have withdrawn from the University for six (6) months or more must submit a petition for re-admission. File a re-admissions application or petition for an evaluation fee of \$25.00. The petition requires the applicant to justify their decision to return to the University and the benefits of higher education.

NON-DEGREE SEEKING STUDENTS

Charisma University welcomes students that wish to take single courses to fulfill their academic degree programs with other Universities/Colleges or meet employment requirements. Students under this category classify as non-degree seeking students. Admission as a non-degree seeking does guarantee credit-bearing or degree-seeking admissions into the University academic programs. Non-degree seeking students interested in changing their status to degree-seeking follow the standard University admissions procedures. Transfer credits apply when only apply to the requirements when relating to a student's currently enrolled program.

COURSE REGISTRATION

The Registrar's office registers students that are in academic and financial good standing with the University. Academic good standing is maintaining a minimum GPA of 2.0 for the undergraduate degree programs and 3.0 for graduate degree programs at every quarter. Financial good standing defines students that (i) are in full compliance with payment arrangements entered into with the University; and, (ii) have fully paid their tuition fees.

NOTE: Students on academic probation are also eligible to take classes.

COURSE LOAD

Undergraduate and Master's degree-seeking students should not register for more than two (2) courses per session (6 credits) until they receive approval from the School Dean. Doctorate-seeking students should not register for more than one (1) course per session (3-4 credits) unless approved by the



School Dean. Each session lasts for eight (8) weeks, and the University expects that students enroll in every session for at least one (1) course to maintain their academic status and avoid administrative withdrawal from the program. The school Dean grants exceptions for students on a leave of absence.



ACADEMIC CALENDAR

2024 Academic Calendar

SPRING I, 2024 SESSION

- Session begins: January 29, 2024
- Last day for tuition fees: January 12, 2024
- Last day to register for classes by petition: February 4, 2024
- Last day to withdraw without "W": February 18, 2024
- Last day to withdraw with "W": March 13, 2024
- Session ends: March 24, 2024
- Final grades posted: March 30, 2024

SPRING II, 2024 SESSION

- Session begins: March 25, 2024
- Last day for tuition fees: March 12, 2024
- Last day to register for classes by petition: March 31, 2024
- Last day to withdraw without "W": April 08, 2024
- Last day to withdraw with "W": May 4, 2024
- Session ends: May 19, 2024
- Final grades posted: May 24, 2024

SUMMER 2024 SESSION

- Session begins: May 27, 2024
- Last day for tuition fees: May 12, 2024
- Last day to register for classes by petition: June 02, 2024
- Last day to withdraw without "W": June 13, 2024
- Last day to withdraw with "W": June 21, 2024
- Session ends: July 21, 2024
- Final grades posted: July 25, 2024

FALL I, 2024 SESSION

- Session begins: July 29, 2024
- Last day for tuition fees: July 14, 2024
- Last day to register for classes by petition: August 4, 2024
- Last day to withdraw without "W": August 18, 2024
- Last day to withdraw with "W": September 11, 2024
- Session ends: September 22, 2024
- Final grades posted: September 26, 2024



FALL II, 2024 SESSION

- Session begins: September 30, 2024
- Last day for tuition fees: September 11, 2024
- Last day to register for classes by petition: October 06, 2024
- Last day to withdraw without "W": October 15, 2024
- Last day to withdraw with "W": November 13, 2024
- Session ends: November 24, 2024
- Final grades posted: November 29, 2024

WINTER, 2024 SESSION

- Session begins: November 25, 2024
- Last day for tuition fees: November 12, 2024
- Last day to register for classes by petition: December 01, 2024
- Last day to withdraw without "W": December 10, 2024
- Last day to withdraw with "W": January 11, 2025
- Session ends: January 19, 2025
- Final grades posted: January 24, 2025

GRADUATION REQUIREMENTS

Degree Level	Total Number of Credits	GPA (Acceptable for graduation)	Grad. Duration (months) (Grad time-not guaranteed. Must meet all financial obligations.)	Max. time (months) (Allowed to complete the degree program)
Associate Degree (AA)	60 Total Credits (includes 33 credits in general education courses)	2.0 or better	Within 18-24	48
Bachelors degree	120 Total Credits (includes 51 credits in general education courses)	2.0 or better	within 36-48	96
Master's (MS, MA, MBA, EMBA, MPH, M.Ed.) degree	36-54 Total Credits (includes 6-12 credits in theses)	3.0 or better	within 12-18	48
Doctorate (Ph.D., or Ed.D.) degree	63-90 Total Credits (includes 14 credits in dissertation and one credit in comp exam)	3.0 or better	within 36-60	84-96
Doctorate (PsyD)	60-90 Total Credits	3.0 or better	within 36-60	84-96

Students who are two sessions (16 weeks) away from meeting their graduation requirements are required to petition for graduation. A fee of \$500 shall apply for each graduation application. The graduation application form is available via the students' portal. Below are the minimum graduation requirements.

Degree Program Extension Policy

Students wishing to be granted an extension on their degree completion time may do so in the [Student Support Center](#). The School Dean has the highest authority to either approve or deny such an extension. Students also receive approvals if they were on military leave, have had medical reasons, or family issues. Extensions are granted for a maximum of 12 months unless otherwise noted.





Degree Conferral Dates

Charisma University degree conferral dates are every month.

Academic Honors and Awards

Charisma University recognizes students that have graduated with high GPAs. Below are the details of how the University awards academic honors.

Academic Honor	GPA
Summa Cum Laude	3.95 to 4.00
Magna Cum Laude	3.89 to 3.94
Cum Laude	3.80 to 3.88
Distinction	3.60 to 3.79



RESIDENCY REQUIREMENTS

While there is no physical residency at Charisma University required for the degree programs, there is a minimum number of credits required under the direction of the University — 30 credits for the Bachelors; 27 credits for the Master's degree (where the Master degrees requires 36 credits); and 51 credits for the Doctorate (where the doctoral degree requires 63 credits). The minimum number of credits for degrees requiring a different number of credits for completion will be adjusted appropriately. The minimum number of credits indicated for each degree is related to the Transfer Credit Policy. Charisma University considers each course completed as completed in-residence.

TRANSCRIPT REQUEST POLICY

Students who wish to make requests for official transcripts may do so in the Student Support Center located on Charisma's main webpage. The University processes the first request for an official transcript at no charge. Subsequent requests attract a fee of \$15 per request. Transcripts and course registrations receive a **"hold"** status for students that have not satisfied their financial obligations with the University.



TUITION & FEES



TUITION AND FEES

***Application fee for admission	\$10.00
**Re-admission evaluation fee	\$150.00
**Transfer Credit Evaluation Fee	\$45.00
**Program Change Processing	\$25.00
Library fee per session	\$0.00
*Graduation Application fee	\$500.00
Transcript processing Fee	\$15.00
Undergraduate Fee per Credit	\$200.00
Master's Course Fee p/Credit	\$275.00
Doctorate Course Fee p/Credit	\$425.00
Technology Fee per Course	\$45.00
*Dissertation Fee (Ph.D. Programs)	\$2500.00
*Thesis Fee (Master's Program)	\$1200.00
Return check charge	\$35.00



***One-time payment only – thesis and dissertation courses do not cost per credit, but rather are flat tuition fees of \$1200 & \$2500, respectively. For example, an MS program in Economics of 42 credits is cost as follows: \$275 per credit for the 30 credits non-thesis courses, and a one-time, flat rate of \$1,200 for the thesis cost; which brings it to a total program cost of \$9,450. Likewise, a Ph.D. in Business Administration of 63 credits is cost as follows: \$425 per credit for the 48 credits non-dissertation courses, and a one-time, flat rate of \$2,500 for the dissertation cost; which brings it to a total program cost of \$22,900.

- * **Non-refundable**
- * **Non-refundable – credited towards the student's first session tuition fee.**

Per session = 8 weeks of academic course work

All fees paid using USD.

Refund Policy

The effective date of official withdrawal from the university is the last day of recorded attendance. Students notify the registrar in writing before or upon the date of complete withdrawal. The University retains a fixed registration fee equal to 20% of the tuition but not to exceed \$200 for students that cancel the enrollment agreement after seven.

business days (excluding Saturday and Sunday). Refunds are to be made only on tuition as follows:

During the first week	100% Refund is issued
During the second week	80% Refund is issued
During the third week	60% Refund is issued
During the fourth week	50% Refund is issued
During the fifth week	20% Refund is issued
After the fifth week	0% Refund is issued

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first session, or the seventh day after enrollment, whichever is later. Students may cancel the enrollment agreement by submitting written notice of such cancellation to the University at its address shown on the contract. Notices shall be received by the University not later than midnight on the seventh business day (excluding Sundays and holidays) following the signing of the enrollment agreement. It is acceptable to deliver personally, or otherwise the written note within that timeframe. In the event of a dispute over timely notice, the burden of proving service rests on the sender.

RESOURCES

Student Services

Charisma University offers various student services. These services are all designed to provide the support that students may need to have the best chance for success.

Orientation Program

Charisma University offers an orientation program wherein new students receive a tutorial about the different processes and procedures of the University. The Charisma University website offers a means by which to reach out to administrative contacts, with whom each has an open-door policy.

Testing

The purpose of testing is to provide students an overall assessment regarding their personalities and chosen careers so that they may gain greater insight about their potential and the characteristics that are essential for professionals in an international environment.

Information Services

Efficient information services ensure the students of their options and the methodology for the right choices in their professional and personal lives.

Personal Counseling

Personal counseling is available for students to guide them towards maximum self-realization and development as they become fully integrated and mature societal contributors.

Follow-up Services

Follow-up services are also available, as the University's services do not cease with just an orientation and one-time counseling.

Academic Advising

Academic advising and career development services assist students by guiding students while enrolled at the University. Academic advisors can help in several ways.

1. Acts as a humanizing agent whose interaction with students occurs outside the classroom, and in an informal setting, so the student feels comfortable seeking the advisor out.

2. Functions as a counselor or mentor to help guide students through academic policy and procedure, offers advice and listens, and refers to support when needed.
3. Works as an educator or instructor to teach students strategies for success and helps them understand the curriculum, the purpose of their academic program, and encourages problem-solving critical thinking, and decision-making.

There are also unique options for students with disabilities.

Research and Evaluation

Research and evaluation are continuous to ensure the effectiveness of student services that are offered by Charisma University.

LIBRARY SERVICES

The Charisma University Library concentrates on fostering an information-literate Charisma community. We support the educational goals and research needs of Charisma's faculty and staff by providing access to resources, instruction, and services necessary for academic success. The library teaches skills for finding, analyzing, and using the information to build a community of lifelong learners. For our library, we provide students with secure access journals through the LIRN (library and information resources network) and open access through the DOAJ (Directory of Open Access Journals). We now have a partnership with Wiley and Sons to provide us with e-textbooks for our courses, and we are working on numerous other partnerships with academic publishers to ensure that our students have the resources they need.

Secure Access Journals (LIRN)

The Library and Information Resources Network is a consortium of educational institutions that have joined to share access to information resources. The LIRN collection provides students with millions of peer-reviewed and full-text journal, magazine, and newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies from ProQuest, Gale Cengage, EBSCO, eLibrary, Books 24x7, and more, covering topics for General Education, Business, and Medical programs.

Charisma's membership with LIRN provides access to its authentication gateway (a portal to subscription resources for students, provides a list of available resources, along with a description of the resource). Additionally, the LIRN platform allows the production of COUNTER-compliant library resource usage reports (are usage reports that are formatted as defined in the



COUNTER Code of Practice and use defined ways to count usage) and technical support.

COUNTER is known as the Code of Practice that ensures vendors/publishers provide usage data that is consistent, credible, and comparable to the library. So, it provides the standard that enables the knowledge community to count the use of electronic resources. With this information, the library experts can compare statistics from different vendors to make better-informed purchasing decisions and further cater to the needs of our students.

With LIRN, Charisma has access to LIRN Search, a search engine that students can use to query all LIRN databases, a specific subject area, or resource with a single search. The University's Library website houses this search engine; therefore, students need only to use the link to access the databases.

Charisma also provides LIRN training through a series of seminars and webinars held throughout the year, which has been very helpful for us in keeping updated and relevant. Students can contact the Director of Library at library@charisma.edu.eu with any additional questions or more significant guidance. The library's website contains all of this information.

Technical Support Services

Charisma University students, staff, and faculty members should use the [Support Center](#) to report any technical problems with the login credentials to the classes, library, writing center, and e-mail address.

Writing Center

Charisma University aims to equip its students with superior written and oral communication skills. Hence, the university has a Writing Center that will assist students in cultivating quintessential writing skills, at no additional cost. Charisma University's Writing Center (WC) is a writing lab available online 24 hours a day, seven days a week, to university students. Outstanding writing skills are indispensable to students who strive for professional and scholastic success, and the WC can help students write in a manner that is comprehensible, concise, structured, cohesive, and articulate. Through the WC, our students have the tools that they need to be more effective communicators, which establishes a marked advantage embarking upon entry into the chosen professional work environment.

WC Service

1) *Paper Review*

Most of the University's course requisites entail considerable writing on various research papers like essays, critiques, case studies, term papers, theses, and dissertations. The AWC offers review services handled by a staff of competent and experienced professionals, who have had

extensive training in guiding students in their writing assignments. Students may upload their papers at the appropriate section provided in the university's students' portal, and within 24 to 48 hours, they will receive feedback on their paper(s) regarding grammar and usage, citation, format structures, and general sentence construction. The completed and reviewed paper contains comments, written in a different color so that the suggested changes are easily detected. Students are free to submit multiple papers if needed.

2) *Plagiarism Check*

Charisma University has a stringent policy against plagiarism of any kind and cautions students to submit only plagiarism-free papers. If in doubt, the students may upload their papers at the appropriate section provided in the university's writing center for plagiarism check using special software. Within a few seconds of uploading, the students may expect results on the plagiarism check done on their papers. Students are encouraged to take advantage of the WC plagiarism check before submitting their papers to Professors. Plagiarism check promotes originality in student's written works and enhances their research skills. If the plagiarism check conducted by the WC is positive, the paper will be free from any plagiarism. Multiple submissions are allowed.

3) *Tutorials*

The WC has a comprehensive section on writing tutorials and guidelines, which students may access 24 hours a day, seven days a week. The links in the WC Tutorials section provides thorough information and guidelines on basic grammar principles, getting started on writing an assignment, formatting styles, and guidelines for writing various essays, theses, and dissertations.

Students can contact the Director for the academic writing center at writing@charisma.edu.eu for additional support. The writing center's website also contains all of this information.

Study Suggestions

Distance learning provides different learning experiences for students. Moreover, it poses many challenges: there is little or no face-to-face contact with instructors; there might be a lack of social communication with classmates except for some occasional chat room and discussion board conversations, and there is limited opportunity for oral communication. Given these considerations, a student at Charisma University can still succeed in

learning and completing an online course with the exercise of proper discipline, good study habits, and efficient time management.

The following study suggestions will further help students in completing each online course successfully and will also improve and increase their ability to learn:

- (1) Learn to manage time more efficiently. Create a study schedule by keeping a calendar. Take note of requirements to be submitted and the due dates not to miss deadlines.
- (2) Participate in chat room discussions related to online courses' topics. Since there is not much social interaction in distance learning, chat room discussions allow a learning community at hand.
- (3) Join an online collaborative project dealing with matters of interest to provide an environment for sharing viewpoints and knowledge with student learners similarly situated.
- (4) Select a study location that will be conducive to learning. Organize a study spot by arranging necessary tools systematically (e.g., laptop, computer, notes).
- (5) In reviewing materials, make use of study techniques and methods such as mnemonics and making associations. These techniques are beneficial, especially when memorizing information.
- (6) Realize the internal personal style of studying. Know which technique or method makes it easier to study a lesson.

UNIVERSITY POLICIES

Disability Policy

Charisma University is committed to providing an education that does not discriminate based on the disabilities of faculty, staff, students, or other stakeholders. The University's disability policy has a direct impact on the usage of media, technologies, and materials for online learning courses, especially concerning our hard-of-hearing and deaf students. All online course media and materials with an audio component are either transcribed or captioned before we assign them (usually before the classes start) to provide reasonable accommodation for hard-of-hearing and deaf students. Since instructors may not know whether they have hard-of-hearing or deaf students enrolled in their class until the end of the Drop/Add period, they are required to choose and develop accessible materials when they design their courses. Reasonable accommodations for students with hearing disabilities currently do not exist when instructors use synchronous audio communication technologies within a course. For example, the University does not use online learning telephone conferencing systems when students with hearing disabilities register in a course, even when student participation is not necessary or anticipated.

Affirmative Action Policy

Charisma University recognizes the need for Affirmative Action. It pledges its commitment to take on positive actions to address the effects of past practices or barriers to equal educational opportunity and to achieve the fair and full participation of people with disabilities, women, minorities, and older persons. The University also further states that it will conform to the anti-discrimination provisions of the Federal regulations and laws.

Charisma recognizes the education difficulties experienced by minorities, people with disabilities, many older persons, and where appropriate, Charisma set program goals to overcome the present effects of past discrimination to achieve the full and fair teaching and learning of such persons. In order to implement affirmative action policies, our staff has prepared an Affirmative Action Plan that includes programs aimed at eliminating discrimination and promoting fairness. The Affirmative Action Plan incorporates specific objectives, goals, actions, timetables, as well as a complaint procedure.

Sexual Harassment & Gender Discrimination

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an



individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile or offensive work environment. Charisma University has zero-tolerance for sexual harassment from any staff, faculty members, and students. The university will follow proper protocol, including appropriate notification, if it is reasonable to cause to believe that sexual harassment has occurred.

Ethical Computer Use

Charisma University upholds our standard procedure regarding the ethical use of computers. Everyone within the community who uses the University communications and computing facilities is responsible for using them in a professional, legal, and ethical manner, meaning that every user agrees to the following conditions: Users must respect the integrity of the systems and must recognize that some data are confidential. They must also respect the rules and regulations that govern the use of equipment and facilities, and they must not obtain unauthorized access to the accounts and files of others. Users must also respect the intended use of all accounts, and they must follow the guidelines for and familiarize themselves with appropriate usage for the systems they access.

Copyright Policy and Procedures

Charisma University has a strict policy regarding copyrights and patents. Any student who engages in a research project that involves significant use of facilities, equipment, funds, or materials of the University, or one that is subject to terms and conditions of a sponsored project or other contracts between the University and another party, shall assign this project as well as all its patents and applications to the University unless the project releases to the researcher per the patent policy provisions.

When a student completes a research project that does not involve significant use of facilities, equipment, funds, or materials of Charisma University, and one that is not under the terms of a sponsored research project or other contracts between the University and another party, the University will waive its rights. The research project will be the exclusive property of the student, the terms of financial aid received, such as scholarships, external sponsorship, fellowships, or any other financial aid provided, do not change his or her rights in the project, whether or not the University administers the project. The provost or his designee is the one responsible for administering intellectual property matters that are related to patents, inventions, trademarks, publications, and copyrights. The provost shall represent the University in any matter regarding intellectual property that may substantially affect the institution's relationships with the public, government, and industry. It is the responsibility of the University President to advise and make



recommendations to the provost relating to intellectual property matters that arise from the activities of students conducting research. The rights determination between faculty/student researchers and the University, as well as the disposition of patent rights, is determined on a case-by-case basis.

STUDENT CODE OF CONDUCT

Section I: Scope

This policy applies to all students at Charisma University.

Section II: Guiding Principles

The University, in all its programs, is committed to:

- (1) Providing a learning experience that meets the needs of the students by the provision of some technical assistance as well as library and information services online,
- (2) Recognize the importance of critical thinking, exchange of ideas and open inquiry; thus different venues for online students' providing interaction, and
- (3) Continuous pursuit of high academic standards and quality education.

Section III: Academic and Ethical Conduct

All students enrolled in a university program will observe and conform to the University's requirements concerning academic matters and ethics and behavior in dealing with online instructors as well as personal conduct with other students in chat room discussions. Given these considerations, students:

- (1) Should observe respect and proper behavior towards his/her online instructor during lectures and fellow students during chat room and online board discussions, and
- (2) Use all resources and materials provided by the University for academic purposes. Using these resources and materials for any other purpose without the permission of the University shall be punishable by disqualification from the program.
- (3) Observe scholastic honesty in all academic submissions. Plagiarism is strictly prohibited and could result in student disqualification from the program.

Section IV: Implementation

The above policies shall be implemented and made available to all Charisma University students.



PROGRAMS



SCHOOL OF BUSINESS



Welcome to Charisma University!

On behalf of the faculty and staff, Welcome to the School of Business! Charisma University's business programs establish an academic environment where learners are empowered to develop creative solutions to essential human, professional, and societal problems.

The University's learning-focused educational philosophy emphasizes the connection between professional relevance and scholarly excellence. The university is committed to providing an exceptional educational experience.

We look forward to helping to positively impact local, national, and international communities through the success of our business graduates. All of us at the university are eager to assist in ensuring the achievement of predetermined academic and individual goals at the initiation of these exciting and critical career paths.

Sincerely,

La'Sondrick Bridges

Dean, *School of Business*

Mission Statement for the School of Business

The primary purpose of establishing the School of Business is to develop students as professionals who are well suited and prepared for careers in either the private sector or in public practice and have attained the expertise and diversity necessary to serve as potential executives for major corporations. The School of Business develops potential managers with the unique advantage of exceptional readiness in their profession, be it in financial, industrial, nonprofit, or government institutions. The courses seek high-caliber candidates, that is, students with the discipline and interest to develop their leadership and managerial potentials. To achieve its goal, the School of Business has a broad-based curriculum that balances technical training and practical problem-solving.



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Associate of Arts (A.A.) in Business Administration

The Associate of Arts in Business Administration at Charisma University offers foundational and practical training in business and organizational skills. This program encompasses a comprehensive range of subjects, including accountancy and finance, equipping students with the essential knowledge for various business domains. Designed for students seeking an initial step into the business world, the program prepares them for entry-level clerical positions in Human Resources, Management, Bookkeeping, Benefits Administration, and more. Additionally, it lays a solid groundwork for pursuing a four-year Business Administration degree or related fields. The program's focus extends to developing crucial skills in leadership, communication, business principles, critical thinking, and conflict resolution, all vital for real-world business scenarios.

Program Learning Outcomes

- Utilize professional communication skills in a business setting.
- Identify business problems using credible evidence and data.
- Apply foundational business principles and operations in a business environment.

Course Requirements

Core Courses (15 Credits)

Students must complete all the required core courses.

BUS 100 Introduction to Business
BUS 251 Operation Management
BUS 150 Business Ethics
BUS 175 Organizational Behavior
BUS 217 Strategies in Decision Making

Electives Section A (9 Credits)

BUS 241 Human Resource Management
BUS 203 Industrial Organization
BUS 236 Global Business Environment Strategy
MKT 203 Marketing Strategy

Electives Section B (6 Credits)

Students must complete two courses from Electives Section B. Each course values as 3 Credits.

FIN 235 Management Accounting and Control
ECON 203 Industrial Organizations
ECON 230 Consumer Economics

Total Credits required for Associate of Arts in Business Administration is 63. This includes 33 credits from general education courses. Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Bachelor of Science (B.S.) in Accounting

The Bachelor of Science in Accounting program provides comprehensive knowledge of accounting principles for diverse applications in corporate, governmental, and information systems. Graduates are well-prepared for roles in commerce, academia, and government, equipped with skills for CPA licensure and adept at adapting to technological advancements in accounting.

Program Learning Outcomes

- Utilize professional communication to convey accounting principles effectively.
- Evaluate accounting and business information through analytical and critical thought.
- Apply accounting concepts, principles, and practices, including proficiency in auditing and fiscal planning.

Core Courses (48 Credits)

Students must complete all the required core courses (48 Credits). Each course values as three (3) credits

ACCT 100 Introduction to Accounting I

ACCT 102 Introduction to Accounting II

ACCT 115 Applied Macro and International Economics I

ACCT 122 Applied Macro and International Economics II

ACCT 306 Income Tax Accounting

ACCT 307 Accounting Theory

ACCT 309 Accounting Information Systems

ACCT 331 Financial Accounting I

ACCT 332 Financial Accounting II

ACCT 400 International Accounting

ACCT 404 Advanced Accounting Problems

ACCT 411 Taxes and Business Strategy I

ACCT 412 Taxes and Business Strategy II

FIN 235 Management Accounting and Control



FIN 423 Financial Analysis

URES 499 Capstone Project for undergraduate studies

Business Core Courses (21 Credits)

Students must complete seven business core courses. Each course values as three (3) credit.

BUS 100 Introduction to Business

BUS 150 Business Ethics

BUS 217 Strategies in Decision Making

BUS 251 Operation Management

BUS 316 Business Enterprise Management

FIN 332 Managerial Analysis

BUS 450 Strategic Management

Total Credits required for Bachelor of Science in Accounting is 120. This includes 51 credits from general education courses.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Bachelor of Business Administration (B.B.A.)

The Bachelor of Business Administration undergraduate program is proud to offer various opportunities to students who are aspiring to obtain intellectual ability in business policies and principles through the integration of core subjects covering organizational management, economics, finance, business law, and ethics, among a host of other relevant offerings. With today's progressive globalization, the program, being a general management course and multidisciplinary, opens doors to a vast array of career options in the various fields of business, such that graduates expect to gain a competitive edge with the performance of the duties typically required of professional managerial and entrepreneurial positions with respected business firms. The program seeks to develop business professionals with sufficient training in organizational management and with specialized knowledge and skill in a functional area of business activity. As such, the program seeks to instill social responsibility in students, without compromising personal satisfaction through the potentials of getting into high earning challenging careers in the industry.

Program Learning Outcomes

- Utilize professional communication for expressing business principles.
- Formulate solutions to business problems based on evidence.
- Apply theoretical business principles in the global environment.

Course Requirements

Core Courses (42 Credits)

Students must complete all the required core courses (42 Credits). Each course values as three (3) credit

BUS 100 Introduction to Business
BUS 150 Business Ethics
BUS 175 Organizational Behavior
BUS 217 Strategies in Decision Making
BUS 241 Human Resource Management
BUS 251 Operation Management
BUS 310 Business Taxation
BUS 425 Leading Organizations
BUS 327 Transformational Leadership
BUS 471 Corporate Risk Management
BUS 450 Strategic Management

ECON 410 Economic Analysis of Social Issues



ECON 411 Negotiation and Conflict Management
URES 499 Capstone Project for Undergraduate Studies

Electives Section A (3 Credits)

Students must complete one course from Electives Section A. Each course values as three (3) credit

MKT 115 Real Estate Capital Markets
MKT 203 Marketing Strategy
MKT 409 Global Markets
MKT 403 Early-Stage Capitalization

Electives Section B (6 Credits)

Students must complete two courses from Electives Section B. Each course values as three (3) credit.

ECON 203 Industrial Organizations
ECON 401 Collective Choice
ECON 463 Econometrics
ECON 445 International Trade

Electives Section C (9 Credits)

Students must complete three courses from Electives Section C. Each course values as three (3) credit.

FIN 235 Management Accounting and Control
FIN 310 Introduction to Financial Management
FIN 412 Capitalism and Its Critics
FIN 423 Financial Analysis
ACCT 405 Business Accounting

Electives Section D (9 Credits)

Students must complete three courses from Electives Section D. Each course values as three (3) credit.

BUS 236 Global Business Environment Strategy
BUS 316 Business Enterprise Management
BUS 355 People and Organizations
FIN 332 Managerial Analysis
FIN 405 Global Finance
FIN 439 Finance for Decision Making

Total Credits required for the Bachelor of Business Administration is 120. This includes 51 credits from general education courses.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Bachelor of Science (B.S.) in Economics

The Bachelor of Science in Economics program cultivates strong problem-solving skills through in-depth lessons on economic principles. Graduates can pursue diverse and rewarding careers in government and the private sector, specializing in economic planning, consultation, education, and research. The program also serves as a solid foundation for advanced studies in related fields such as Law, Business Administration, or Management.

Program Learning Outcomes

- Express understanding of economic theories through professional communication skills.
- Frame testable hypotheses based on micro and macro-economic theory.
- Apply concepts and tools of economic theory to analyze organizational behavior and issues.

Course Requirements

Core Courses (48 Credits)

Students must complete all the required core courses (48 Credits). Each course values as three (3) credit

ECON 100 Introduction to Economics
ECON 120 Principles of Economics I
ECON 121 Principles of Economics II
ECON 210 Economic Analysis for Business Decisions
ECON 230 Consumer Economics
ECON 310 Intermediate Macroeconomics Theory
ECON 321 Principles of Macroeconomics
ECON 367 Law and Economics
ECON 368 Antitrust and Regulation
ECON 401 Collective Choice
ECON 403 Environmental Economics
ECON 426 Public Economics
ECON 453 Comparative Economics
ECON 463 Econometrics
FIN 235 Management Accounting and Control
URES 499 Capstone Project for Undergraduate Studies



Business Core Courses (21 Credits)

Students must complete seven business core courses. Each course values as three (3) credit.

BUS 100 Introduction to Business
BUS 150 Business Ethics
BUS 217 Strategies in Decision Making
BUS 251 Operations Management
BUS 316 Business Enterprise Management
FIN 332 Managerial Analysis
BUS 450 Strategic Management

Total Credits required for Bachelor of Business Administration is 120. This includes 51 credits from general education courses.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Bachelor of Science (B.S.) in Finance

The Bachelor of Science in Finance program incorporates application to the theory of finance in establishing core knowledge on economics and accountancy. Graduates of this program may seek career opportunities in research, governmental and non-governmental organizations, and other business firms. The program may also serve as a precursor to post-graduate studies in business, economics, and other related fields. This program hones students with fundamental intellectual and professional skills that are necessary in formulating managerial decisions. More specifically, it aims to inculcate basic skills on cash flow statements, financial reports and balance sheets from which these managerial decisions will be primarily grounded. The program aims to produce highly resourceful and innovative finance analysts who have extensive skills in providing exceptional solutions for complex business problems.

Program Learning Outcomes

- Express understanding of financial management theory through professional communication skills.
- Make informed financial decisions based on credible evidence and data.
- Interpret economic information using statistics, accounting, and economic theories.

Core Courses (48 Credits)

Students must complete all the required core courses (48 Credits). Each course values as three (3) credit

FIN 121 Financial Team Projects I
FIN 150 Financial Team Projects II
FIN 210 Generating Business Value from Information Technology
FIN 215 The Law of Corporate Finance and Financial Markets
FIN 235 Management Accounting and Control
FIN 310 Introduction to Financial Management
ECON 210 Economic Analysis for Business Decisions
ACCT 400 International Accounting
ACCT 405 Business Accounting
ECON 426 Public Economics
FIN 405 Global Finance
FIN 423 Financial Analysis
FIN 412 Capitalism and Its Critics
FIN 439 Finance for Decision Making



FIN 450 Microeconomic Issues and Policy Models
URES 499 Capstone Project for undergraduate studies.

Business Core Courses (21 Credits)

Students must complete seven business core courses. Each course values as three (3) credit.

BUS 100 Introduction to Business

BUS 150 Business Ethics

BUS 217 Strategies in Decision Making

BUS 251 Operation Management

BUS 316 Business Enterprise Management

FIN 332 Managerial Analysis

BUS 450 Strategic Management

Total Credits required for Bachelor of Science in Finance is 120. This includes 51 credits from general education courses.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Bachelor of Arts (B.A.) in Marketing

The Bachelor of Arts in Marketing program prepares students for career opportunities in marketing industries such as e-commerce, advertising, and supply management by providing strong core knowledge of marketing theory and practices. Students who enroll in this program present numerous methods by which they may formulate powerful strategic plans designed to promote a business and increase market share. Charisma University professors work diligently to present instructional methods that are designed to enhance oral and written communication skills and to increase knowledge on relevant technology that will further aid students as they are called upon to reach out to the global community and encourage "thinking outside the box." The curriculum is designed to meet the primary objective of causing students to attain the vital knowledge and skills necessary for a career where marketing is of utmost importance. Equally important, it aims to instill appreciation in students regarding the importance of marketing in support of corporate longevity. The program seeks to develop highly competent and creative marketing professionals with adequate training in marketing analysis, strategic planning, sales, and finance management.

Program Learning Outcomes

- Express understanding of marketing principles through professional communication.
- Apply problem-solving and decision-making techniques for marketing and business issues.
- Develop strategic plans to address organizational marketing needs.

Core Courses (48 Credits)

Students must complete all the required core courses (48 Credits). Each course values as three (3) credit

MKT 100 Introduction to Marketing

MKT 115 Real Estate Capital Markets

ECON 210 Economic Analysis for Business Decisions

MKT 215 Operations Strategy

MKT 203 Marketing Strategy

MKT 275 Entrepreneurial Marketing

MKT 309 Patents, Copyrights, and Intellectual Property Law

MKT 306 Introduction to Pricing



ACCT 309 Accounting Information Systems

ECON 446 International Economics

MKT 409 Global Markets

MKT 403 Early-Stage Capitalization

BHIT 400 Business Statistics

FIN 412 Capitalism and Its Critics

MKT 411 Negotiation and Conflict Management

URES 499 Capstone Project for undergraduate studies

Business Core Courses (21 Credits)

Students must complete seven business core courses. Each course values as three (3) credit.

BUS 100 Introduction to Business

BUS 150 Business Ethics

BUS 217 Strategies in Decision Making

BUS 251 Operation Management

BUS 316 Business Enterprise Management

FIN 332 Managerial Analysis

BUS 450 Strategic Management

Total Credits required for Bachelor of Arts in Marketing is 120. This includes 51 credits from general education courses.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Bachelor of Science (B.S.) in Human Resource Management

Through the Bachelor of Science in Human Resource Management program, students gain understanding about organizational policies and guidelines, as well as how to use tools and techniques for the development of transformational work environments. This program prepares students to deal with human resources concepts and issues, including motivation, organizational change, recruitment and selection, and training and development.

Program Learning Outcomes:

- Demonstrate appropriate decision-making in the workplace.
- Assess employee and organizational performance.
- Evaluate unethical behavior according to HR industry standards.
- Critically discuss core concepts in HR Management.

Core Courses (51 Credits)

Students must complete all the required core courses (51 Credits). Each course values as three (3) credit

HRM 100 Organizational Theory and Practice

HRM 105 Labor Relations and Union Management

HRM 109 Employee Performance Management

HRM 113 Legal Aspects of Human Resource Management

HRM 207 Human Resource Management and Staffing Strategies

HRM 218 Professional Writing

HRM 225 Conflict Resolution Strategies

HRM 304 Employee Benefits and Compensations

HRM 319 Collective Bargaining

HRM 402 Intercultural Management

HRM 415 Employee Engagement

HRM 429 Strategic Human Resource Management

HRM 432 Safety in the Workplace

HRM 437 Team Leadership

HRM 455 Employee Training



HRM 473 Ethics in Human Resource Management

URES 499 Capstone Project for Undergraduate Studies

Business Core Courses (18 Credits)

Students must complete seven business core courses. Each course values as three (3) credit.

BUS 100 Introduction to Business

BUS 251 Operation Management

BUS 217 Strategies in Decision Making

BUS 316 Business Enterprise Management

FIN 332 Managerial Analysis

BUS 450 Strategic Management

Total Credits required for Bachelor of Science in Human Resource Management is 120. This includes 51 credits from general education courses.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Bachelor of Arts (B.A.) in Hospitality and Tourism Management

The Bachelor of Arts in Hospitality and Tourism Management program is designed to prepare students for entry into management positions with global hospitality organizations. Students learn the principles of hospitality and tourism management, along with concepts in marketing, revenue management, law, ethics, and strategic planning disciplines. This program is flexible enough to allow students to select their specializations from room accommodations, food service, meeting and event planning, and tourism. This course has an optional concentration in Culinary Arts.

Program Learning Outcomes:

- Understand principles of hospitality service excellence.
- Apply theories to hospitality and tourism operations, including marketing, law, and strategic planning.
- Gain insight into current issues affecting hospitality and tourism industries.
- Apply strategic management principles to achieve operational goals.
- Evaluate hospitality characteristics in the global context.
- Critically discuss service quality models in hospitality and tourism.

Course Requirements (48 Credits)

Students must complete all the required core courses (48 Credits). Each course values as three (3) credit

BHT 100 Introduction to Tourism and Hospitality Management

BHT 110 Sustainability in Tourism and Hospitality

BHIT 117 Marketing for Hospitality and Tourism

BHIT 205 Information Technology for Strategic Tourism Management

BHIT 209 Tourism Geography

BHIT 215 Revenue Management for Hospitality Industry

BHIT 226 Tourism and Community Development

BHIT 304 Leadership in Hospitality and Tourism

BHIT 311 Business Writing for Hospitality Industry

BHIT 400 Business Statistics



BHIT 406 Quality Management for Hospitality Industry

BHIT 423 Global Issues in Travel and Tourism

BHIT 435 Legal Aspects of Hospitality and Tourism Management

BHIT 444 Managerial Accounting for the Hospitality Industry

ECON 445 International Trade

URES 499 Capstone Project for Undergraduate Studies

Business Core Courses (21 Credits)

Students must complete seven business core courses. Each course values as three (3) credit.

BUS 100 Introduction to Business

BUS 251 Operation Management

BUS 150 Business Ethics

BUS 217 Strategies in Decision Making

BUS 316 Business Enterprise Management

FIN 332 Managerial Analysis

BUS 450 Strategic Management

Total Credits required for Bachelor of Arts in Hospitality and Tourism Management is 120. This includes 51 credits from general education courses.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Master of Science (M.S.) in Accounting (optional specialization in Forensic Accounting)

The Master of Science in Accounting program caters to graduates of business degrees who seek to enhance their accounting skills. They are typically student learners who have gained an understanding of the value they add to a business entity with the addition of a more refined skillset. With this increase in proficiency, the expectation is that higher-level coursework assists with advancing their professional careers in a competitive business environment. This program provides students with an in-depth understanding of numerous business issues related to accounting. Specific attention and emphasis are placed on the development of critical reasoning skills. In addition, students are refreshed with new technical and analytical ideas that are suitable for the robust changes and challenges of modern business practices. This degree program also prepares graduates for accounting examinations that are instrumental in obtaining industry certifications and credentials in this field. The program primarily aims to enhance the proficiency of accountants in terms of technical principles, communication skills and critical thinking abilities. As such, a desired outcome is to further enhance the established credibility of students who have already acquired an undergraduate degree in Accountancy. The program also aims to help accounting professionals to progress in their career with increased preparation and enhanced skills in performing various functions in constantly evolving business environments, especially in terms of competition and technological advances. Our program offers optional specialization in Forensic Accounting.

Program Learning Outcomes

Use professional communication skills to express understanding of accounting principles and practices and related accounting management practices to diverse audiences.

- Demonstrate professional communication skills to convey accounting principles and practices effectively.
- Employ logical reasoning patterns to devise solutions for intricate accounting problems.
- Apply comprehensive knowledge of accounting principles, professional standards, and regulatory demands essential for precise financial reporting.
- Utilize advanced techniques for identifying, collecting, and examining both quantitative and non-quantitative evidence related to financial misrepresentation, transaction reconstruction, and tax evasion.

Foundation Courses (21 Credits)

Students must complete all the required foundation courses. Each course = three (3) credits.

FIN 655 Financial Accounting

ACCT 615 Management Accounting and Control

ACCT 605 Business Accounting

MGT 501 Business Ethics

MBA 538 Strategic Managerial Accounting

MBA 600 Human Resource Management

MGT 632 Business Taxation

Thesis:

GRES 690 Master's Thesis (must be taken at the last semester of the program, ***valued as 12 credits***);

Electives Courses (6 Credits)

Students must complete two courses from Electives. Each course values as three (3) credit.

MBA 510 Global Marketing Management

MBA 515 Globalization, Economics, and Business

MGT 600 Corporate Social Responsibility

MBA 524 Organizational Behavior

Specialization in Forensic Accounting (12 Credits)

Corporate fraud has become an alarming development in the world of business and has become more prevalent in all parts of the world. Charisma University's Forensic Accounting specialization was developed to help accounting and security professionals gain the core competencies and expertise required in undertaking forensic accounting examinations. Specifically, this specialization focuses on the student learners' development of core skills necessary for the identification, detection, and prevention of fraud. Through this specialization, students will also learn how to build the evidence base that can support a fraud case by means of litigation support and expert testimony methods.

Forensic Accounting Learning Outcomes

- Acquire skills in identifying and detecting fraud.



- Thoroughly comprehend fraud schemes and how these are perpetrated.
- Skillfully detect signs of fraudulent financial reporting.
- Adeptly recognize signs when assets are misappropriated.
- Gain the abilities to build an evidence base supporting a fraud case.
- Plan and design internal systems that mitigate potentiality for fraud.

Forensic Accounting Specialization Courses (12 Credits)

Students must complete all four courses from this specialization. Each course = three credits.

ACCT 515 Forensic Accounting and Fraud

ACCT 538 Forensic Accounting and the Legal Environment

ACCT 547 Analysis and Ethics in Accounting Fraud

ACCT 563 Fraud Auditing

Total Credits required for Master of Science in Accounting is 42, or 54 for Forensic Accounting specialization.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Master of Science (M.S.) in Economics

The Master of Science in Economics program is a unique offering for highly qualified students who have completed an undergraduate degree in a related field. As such, it is composed of courses that enhance the student's knowledge in the theory of economics and its underlying empirical methods. Our program enhances the students' expertise in applying principles of economics in practical settings. Graduates of this program attain more complex skills and knowledge in the core principles of Economics, which, in turn, prepares them to be better suited for various employment opportunities in the U.S. and abroad. This program also aims to enable professionals working in the field of economics and related areas to obtain more substantial training with the application of knowledge about acceptable processes for analyzing economic issues and the problems with which businesses must contend systematically.

Program Learning Outcomes

- Utilize professional communication skills to convey an understanding of economic theories and related management practices to diverse audiences.
- Conduct comprehensive analyses of economic hypotheses.
- Apply economic concepts, tools, and theories to resolve real-world problems faced by businesses and government.

Course Requirements

Foundation Courses (24 Credits)

Students must complete all the required foundation courses. Each course values as three (3) credit.

MGT 501 Business Ethics

MBA 600 Human Resource Management

MGT 632 Business Taxation

ECON 661 Capitalism and its Critics

ECON 667 Institutions, Economic Growth, and Policy

ECON 669 Real Estate Economics

ECON 660 Urban and Regional Economics

FIN 623 Financial Analysis

GRES 690 Master's Thesis (must be taken at the last semester of the program, valued as 12 credits)



Electives: Quantitative Methods in Economics (3 Credits)

Students must complete one course from quantitative methods in economics. Each course values as three (3) credits.

ECON 539 Applied Statistics for Economics

ECON 547 Mathematical Economics

ECON 515 Econometrics and Business Forecasting

ECON 662 Econometrics

Electives: (3 Credits)

Students must complete one course from management in economics. Each course values as three (3) credit.

MGT 538 Strategic Decision-Making

MGT 571 Business Strategy and Sustainability

MGT 641 Enterprise Risk Management

ECON 613 Managerial Economics

Total Credits required for Master of Science in Economics is 42 Credits.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Master of Business Administration (M.B.A.) and Executive Master of Business Administration (E.M.B.A.)

The Master of Business Administration program provides graduate students with advanced knowledge on business and related fields that will enable them to advance in their professional careers. The program encompasses the fields of Operations Management, Accountancy, Human Resources and Marketing. The program increases the potential for graduates to acquire executive positions in world-class business institutions. The program aims to produce highly qualified graduates with sought-after abilities and expertise in business administration. Aside from this, it seeks to enhance the students' leadership abilities as they deal with rigorous business situations in today's unstable economy. A primary focus of the program is the production of more competent and adept experienced professionals who exhibit strong leadership and managerial skills.

M.B.A. Program Learning Outcomes

- Utilize professional communication skills to articulate understanding of business principles and management practices to diverse audiences.
- Develop and execute comprehensive solutions to business problems using qualitative and quantitative reasoning and analysis.
- Apply business management skills and foster collaboration to achieve functional, organizational, and professional goals.

E.M.B.A. Program Learning Outcomes

- Utilize professional communication skills to articulate understanding of business principles and management practices to diverse audiences.
- Develop and execute comprehensive solutions to business problems using qualitative and quantitative reasoning and analysis.
- Apply business management skills and foster collaboration to achieve functional, organizational, and professional goals.

Course Requirements

Foundation Courses (33 Credits)

Students must complete all the required foundation courses. Each course values as three (3) credits.

MGT 501 Business Ethics

MBA 538 Strategic Management Accounting

MBA 510 Global Marketing Management



MBA 515 Globalization, Economics, and Business
MBA 580 Multinational Financial Management
MBA 605 Strategic Management
MBA 625 Applied Statistics for Business Decisions
MBA 673 International Corporate and Business Law
MBA 667 Entrepreneurship
MBA 619 Operations Management
MBA 600 Human Resource Management
GRES 690 Master's Thesis (must be taken at the last semester of the program,
valued as 12 credits).

Electives (3 Credits)

Students must complete one course from electives for M.B.A. degree option or three courses from electives for E.M.B.A. degree option. Each course is valued as 3 credits.

MBA 524 Organizational Behavior
MBA 608 Analytics for Business Strategy
MBA 655 Global Customer Relationship Management
MGT 600 Corporate Social Responsibility
MGT 648 Multicultural Leadership

The total Credits required for Master of Business of Administration (M.B.A.) is 48 Credits, or 54 Credits for Executive Master of Business Administration (E.M.B.A.).

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Master of Science (M.S.) in Finance

The Master of Science in Finance program expands on previous finance training at the undergraduate level and focuses on providing more comprehensive training with methodologies for incorporating the theories of finance into practice. As such, students will be introduced to the changing theoretical models of finance as it applies to business. Moreover, the program is also multidisciplinary in nature, such that it also covers economics, management and mathematical problems associated with business taxation. The career opportunities for individuals completing this degree encompass positions ranging from Financial Analyst to Chief Financial Officer. Customary job responsibilities may include financial analysis, data collection for research and development, communicating relevant financial metrics through reports and seminars, etc. Given this, our program enhances the abilities of students in applying the theories that they learned into everyday business situations. These are tasks that require the skills of those who are familiar with applying the appropriate methodologies, which may only be demonstrated through adequate knowledge and rigorous training. The program intends to strengthen a cumulative body of skills and expertise unique to finance professionals, attained through advanced training.

Program Learning Outcomes

- Utilize professional communication skills to convey an understanding of financial management theory and related practices to diverse audiences.
- Apply advanced understanding of financial decisions based on data analysis and grounded in relevant theories of financial economics.
- Apply financial management principles to optimize organizational resources and ensure business sustainability.

Foundation Courses (30 Credits)

Students must complete all the required foundation courses. Each course values as three (3) credit.

FIN 631 Entrepreneurial Finance
FIN 645 Investments
FIN 655 Financial Accounting
FIN 679 Financial Analysis
MGT 501 Business Ethics
MBA 600 Human Resource Management
MGT 632 Business Taxation
MBA 580 Multinational Financial Management.



Thesis

GRES 690 Master's Thesis (must be taken at the last semester of the program, **valued as 12 credits**);

Electives Courses (6 Credits)

Students must complete two courses from electives. Each course values as three (3) credit.

MGT 538 Strategic Decision-Making

MBA 510 Global Marketing Management

MBA 515 Globalization, Economics, and Business

MGT 600 Corporate Social Responsibility

MBA 524 Organizational Behavior

Total Credits required for Master of Science in Finance is 42 Credits.

Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Master of Science (M.S.) in Human Resource Management

Through the Master of Science in Human Resource Management program, students adopt the perspectives of both employees and employers in relation to the effective management of people. Students gain valuable insights pertaining to employee capabilities, human resource management theories and models, as well as the dynamics of an effective human resource management program within the confines of a business entity.

Program Learning Outcomes:

- Provide expert, insightful advice on core areas of Human Resource Management.
- Develop, implement, monitor, and effectively evaluate fundamental HR policies, procedures, and processes.
- Critically analyze the applicability of statutory and legal requirements related to the administration of HR policies and procedures.
- Embrace the role of change agents, leading organizational change with a profound understanding of its impact.

Core Courses (30 Credits)

Students must complete all the required foundation courses. Each course values as three (3) credit.

HRM 500 Change Management for HR Professionals

HRM 503 Strategic Recruitment and Selection

HRM 515 Human Resource Metrics

HRM 528 Employment Regulations

HRM 533 Compensation and Benefits Management

HRM 601 Conflict Management

HRM 607 Global Human Resource Management

HRM 614 Cultural Diversity Management

HRM 636 Internship in Human Resource Management

HRM 648 Research Methods for Human Resource Professionals

GRES 690 Master's Thesis (must be taken at the last semester of the program, ***valued as 12 credits***);



Total Credits required for Master of Science (MS) in Human Resource Management is 42. Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Master of Science (M.S.) in Information Technology Management

The Master of Science in Information Technology Management is a degree program intended for professionals who seek to undertake management positions in information technology fields and research in computer technology. The program directly aims to further develop and strengthen the skills of trained individuals in Information Technology. Likewise, the students of the program are required to come up with publishable research that focuses on the application and usefulness of computer science to various areas or fields of their organization or community.

Program Learning Outcomes

- Broaden understanding of responsibilities as computer professionals.
- Enhance technical and analytical skills for problem-solving in business settings.
- Acquire familiarity with information and technology applications.
- Develop interest and aptitude in computer and technology research.
- Strengthen ethical values and principles.
- Gain a solid foundation in computer science theory.
- Apply theory to practical computing.
- Achieve long-term careers in government, industry, and academia.
- Establish the groundwork for continuous education and growth.
- Contribute to computer science research and applied computing.
- Pursue further education at the doctoral level.
- Undertake postgraduate research in telecommunications applications.
- Excel in effective quality software development within teams.

Foundation Courses (36 Credits)

Students must complete all the required foundation courses. Each course values as three (3) credit.

MCA 500 Introduction to Operating Systems

MCA 510 Information Technology Management

MCA 525 I.T. Project Management

MCA 600 Computer Organization and Architecture



MCA 620 Technical Writing

MENG 600 Project Cost Management

MCA 630 Theoretical Computer Science

MCA 669 Information Technology Ethics

MCA 655 Strategic Information Technology

MCA 640 Database Management

MCA 645 Cloud Computer Theory and Practice

MCA 650 Introduction to Cybersecurity

GRES 690 Master's Thesis (must be taken at the last semester of the program,
valued as 12 credits)

Electives Courses (6 Credits)

Students must complete two courses from electives. Each course values as three (3) credit.

MCA 654 Introduction to Parallel Computing

MCA 675 Fundamentals of Artificial Intelligence

MCA 625 Information Technology and the Law

Total Credits required for Master of Science in Information Technology Management is 42 Credits.

Master of Arts (M.A.) in Marketing

This program is specially designed for students who seek to further enhance their abilities and skills in certain aspects of marketing activities, which include the fields of E-commerce, advertising, and specialized marketing campaigns. With the advanced skills acquired through the program, graduates are expected to be competent candidates for executive positions with marketing firms. The program aims to instill more sophisticated knowledge and skills within students, thereby enhancing their career opportunities in several related fields. This program envisions providing the supports for developing marketing professionals who are substantially equipped with formidable marketing strategies as well as advanced training in effective advertising and E-commerce.

Program Learning Outcomes

- Utilize professional communication skills to convey an understanding of marketing principles and related management practices to diverse audiences.
- Resolve complex marketing decisions in dynamic business environments through critical analysis.
- Design comprehensive marketing strategies that fortify a brand, achieve financial goals, and secure a competitive advantage.

Foundation Courses (24 Credits)

Students must complete all the required foundation courses. Each course = three (3) credits.

MGT 501 Business Ethics

MKT 505 Marketing Research

MBA 510 Global Marketing Management

MKT 623 Services Marketing

MKT 635 Digital Marketing Management & Analytics

MGT 538 Strategic Decision-Making

GRES 690 Master's Thesis (must be taken at the last semester of the program, ***valued as 12 credits***);

Electives Courses (12 Credits)

Students must complete five courses from Electives. Each course values as three (3) credit.

MGT 571 Business Strategy and Sustainability

MBA 600 Human Resource Management

MGT 632 Business Taxation
MGT 641 Enterprise Risk Management
MBA 673 International Corporate and Business Law
MGT 600 Corporate Social Responsibility
MBA 524 Organizational Behavior

Total Credits required for Master of Arts in Marketing is 42 Credits.

Master of Arts (M.A.) in International Relations & Cultural Diplomacy

This program provides a firm foundation for International Relations and Cultural Diplomacy. The program relies on a historical and case study approach that makes use of frameworks that are based on international relations theory as well as political science. The Master of Arts in International Relations & Cultural Diplomacy program highlights multiple disciplines associated with international relations and diplomacy and discusses the methods by which principles may be applied to the public and private sector as well as civil society.

Program Learning Outcomes

- Develop a nuanced understanding of international relations.
- Cultivate insights into the power and impact of cultural diplomacy.
- Explore contemporary international issues through lectures, visits, and engagements with foreign officials.
- Acquire a foundational understanding of foreign affairs.
- Conduct critical analyses of international relations principles within the framework of political science.
- Apply the basic tenets of cultural diplomacy in practical scenarios.

Course Requirements

Core Courses (30 Credits)

Students must complete all the required foundation courses. Each course values as three (3) credit.

MIR 500 International Relations and Sustainable Development
MIR 503 International Conflict Analysis and Resolution
MIR 517 International Relations in Global Issues
MIR 525 Foreign Policy analysis
MIR 530 Statecraft and Diplomacy
MIR 609 International Relations and Geopolitics



MIR 613 International Organizations

MIR 638 Global Terrorism and Counterterrorism

MIR 640 International Law and International Relations

MIR 655 Human Rights in the Global Society

GRES 690 Master's Thesis (must be taken at the last semester of the program,
valued as 12 credits);

Total Credits required for Master of Arts (M.A.) in International Relations and Cultural Diplomacy is 42. Please refer to the University Catalog University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Doctor of Philosophy (Ph.D.) in Business Administration

The Doctor of Philosophy (Ph.D.) degree in Business Administration represents Charisma University's highest achievement in education for those individuals who aspire to be executives, civil servants, or entrepreneurs equipped with world-class skills and knowledge to not only survive, but to thrive in a competitive business environment. As such, our program provides the most comprehensive training on various managerial theories and practices, which encompass research methodologies and other, related disciplines that are vital to advanced business decision-making. Successful completion of our program may serve as a catalyst for businessmen who desire top executive positions in first-rate multinational companies. The program is a fundamentally sound educational opportunity, grounded on its primary aim to further expand the students' appreciation of national and international management issues. The course concentration will help students who desire to perform on the international stage with personal efforts to improve our global society. Consistent with this objective is the aim to inculcate outstanding competence, based on theory and practice, in dealing with administrative conflicts associated with numerous management issues. The program aims to produce business professionals who are well equipped and active in the field of applied business research.

Program Learning Outcomes

- Undertake scholarly research to devise new strategic management plans for specific corporations, supporting their developmental designs.
- Conduct impactful lectures or seminars focusing on business resolution and growth strategies for organizations.
- Provide training in various business disciplines to instill positive changes in managerial attitudes and work ethics.
- Gain thorough knowledge of scholarly and scientific research methods applicable in business settings.
- Acquire critical thinking, conceptual, and analytical skills.
- Grasp both seminal theories and the latest practices in business and public sector management.
- Obtain intensive knowledge of practice and theory in a chosen field of business or public management.
- Utilize tools for original applied research advancing knowledge.
- Appreciate ethical, cultural, and global issues and their impact on business theory and practices.

- Develop skills for effective decision-making in complex environments by integrating practical knowledge with theoretical insights.
- Cultivate enhanced skills in research, teaching, entrepreneurship, managerial, and strategic knowledge in business.
- Examine formal organizations, determining strengths, weaknesses, opportunities, and threats for accurate business decisions and recommendations.
- Cultivate visionary thoughts in managing change within a dynamic business environment.

Course Requirements

Course Outlines

BUS 835 Systems Integration and Alignment
BUS 860 Law, Entrepreneur, and Management
BUS 907 Applied Economics for Global Business
BUS 885 Negotiation and Competitive Decision-Making
BUS 893 Global Business and Strategy
BUS 800 Communication Strategies for Managers
BUS 810 Managing Organizational Behavior
BUS 906 Business Performance & Statistical Analysis
BUS 911 Building and Leading High-Performing Teams
BUS 917 Social Change and Business Outcomes
BUS 925 Financial Management
BUS 938 Doctoral Seminar in Research Methods

Comprehensive Examination (1 Credit)

Students intending to pursue doctoral degrees must take and pass a comprehensive examination after they have completed their non-dissertation courses, because it is a pre-requisite of the dissertation courses. One of the purposes of this examination is to sufficiently assess students' full knowledge on the dissertation title they wish to research.

Dissertation Courses (14 Credits)

The following courses in dissertation are all required for graduation from Doctor of Philosophy (Ph.D.) in Business of Administration Program. Dissertation courses must be taken when all the non-dissertation courses are completed. No more than one dissertation course should be taken per session.

BUS 960a Dissertation - Practical Research I (Proposal)
BUS 960b Dissertation - Practical Research II (Review of Related Literature & Methodology)



BUS 960c Dissertation - Practical Research III (Data Collection & Analysis)
BUS 960d Dissertation - Practical Research IV (Dissertation complete and Oral Defense)

Each non-dissertation and dissertation course are valued as 4 credits except for dissertation complete and oral defense that is valued as 2 credits; comprehensive examination is valued as 1 credit. Total Credits required for Doctor of Philosophy (Ph.D.) in Business of Administration Program is 63.

Doctor of Philosophy (Ph.D.) in Cyber Security Administration

The Doctor of Philosophy (Ph.D.) in Cyber Security Administration is a degree program intended for professionals who are passionate about the use of technology as a tool that may be used to detect cybercrimes and protect confidential data shared across computer networks. The specific design intent of the program is such that students may expect that through intricate details they will be provided with advanced training in the field of computer science using robust models that enhance the learning process. The rapidly advancing field of computer science and information technology demands this rigorous requirement and Charisma University aims to deliver it. The purpose of establishing this program is to respond to the recognized need of industries and firms for support that assure productivity improvement, enhanced global competitiveness, information technology security, and technology upgrading. Further, we also seek to respond to the established need in government for expert assistance in the specialized field of cyber security administration and the role these professionals play with policy analysis, technology planning, forecasting, assessment, project, and program management.

Program Learning Outcomes

- Evaluate both symmetric and asymmetric encryption systems, assessing their vulnerabilities.
- Develop and plan hybrid systems for enhanced cyber security.
- Analyze various cybercrime types and methods of perpetration.
- Critique current international legal issues in self-defense and cyber-armed conflict.
- Utilize biometric authentication technologies effectively.
- Plan and assess the architecture and use of firewalls and intrusion detection systems.

Course Outlines (48 Credits)

CSA800 Information Security Governance

CSA805 Networking and System Security

CSA815 Information System Risk Management

CSA821 Business Law

CSA827 Computer Ethics



CSA833 Cybercrime
CSA845 Legal Issues in Cyber Security
CSA902 Biometric Authentication Technologies
CSA906 Information System Intrusions
CSA915 Forensic Investigation in Information System
CSA923 Cyber Security Policy
CSA 938 Doctoral Seminar in Research Methods

Comprehensive Examination (1 Credit)

Students intending to pursue doctoral degrees must take and pass a comprehensive examination after they have completed their non-dissertation courses, because it is a pre-requisite of the dissertation courses. One of the purposes of this examination is to sufficiently assess students' full knowledge on the dissertation title they wish to research.

Dissertation Courses (14 Credits)

The following courses in dissertation are all required for graduation Doctor of Philosophy (PhD) in Cyber Security Administration. Dissertation courses must be taken when all the non-dissertation courses are completed. No more than one dissertation course should be taken per session.

Dissertation Guidelines

CSA 960a Dissertation - Practical Research I (Proposal)
CSA 960b Dissertation - Practical Research II (Review of Related Literature & Methodology)
CSA 960c Dissertation - Practical Research III (Data Collection & Analysis)
CSA 960d Dissertation - Practical Research IV (Dissertation complete and Oral Defense)

Each non-dissertation and dissertation course are valued as 4 credits except for dissertation complete and oral defense which is valued as 2 credits; comprehensive examination is valued as 1 credit. Total Credits required for Doctor of Philosophy (Ph.D.) in Cyber Security Administration is 63. Please refer to the University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.

Doctor of Philosophy (Ph.D.) in Forensic Accounting & Audit

This program is designed to provide students with the knowledge and skills in the field of forensic accounting and auditing. This degree includes courses in forensic accounting techniques, fraud detection, data management, cyber forensics, business valuation, and the ethical aspect of this profession. The program integrates case studies and real-world exercises.

Program Learning Outcomes

- Identify and apply ethics, laws, rules, and procedures to forensic accounting practices.
- Investigate and uncover accounting and auditing fraud through forensic methodologies.
- Effectively communicate the results of forensic investigations, both orally and in writing.
- Design strategies to detect and prevent fraudulent activities.

Course Outlines (52 Credits)

ACCT 800 Detecting Accounting Fraud: Analysis and Ethics (4 Credits)
ACCT 805: Accounting Ethics and Professional Responsibilities (4 Credits)
ACCT 810: Forensic Accounting Analytics (4 Credits)
ACCT 815 Forensic Valuation (4 Credits)
ACCT 820: Financial Statement Fraud (4 Credits)
ACCT 825 Accounting Fraud Risk Assessments (4 Credits)
ACCT 830 Criminal Investigative Techniques in Forensic Accounting (4 Credits)
ACCT 835 Accounting Fraud in Government (4 Credits)
ACCT 840: Internal Controls and Accounting Systems (4 Credits)
ACCT 845 The Expert's Roles and Reports (4 Credits)
ACCT 850 Auditing for Financial Reporting Fraud (4 Credits)
ACCT 855 Complex Discovery and Data Management (4 Credits)
ACCT 860 Allegations of Audit Failure (4 Credits)

Internship

ACCT 865 Internship in Forensic Accounting (6 Credits)

Comprehensive Examination (1 Credit)



Students intending to pursue doctoral degrees must take and pass a comprehensive examination after they have completed their non-dissertation courses, because it is a pre-requisite of the dissertation courses. One of the purposes of this examination is to sufficiently assess students' full knowledge on the dissertation title they wish to research.

Dissertation Courses (14 Credits)

The following courses in dissertation are all required for graduation Doctor of Philosophy (Ph.D.) in Forensic Accounting & Audit. Dissertation must be taken when all the non-dissertation courses are completed. No more than one dissertation course should be taken per session.

Dissertation Guidelines

ACCT 960a Dissertation – Practical Research I (Proposal)

ACCT 960b Dissertation – Practical Research II (Review of Related Literature & Methodology)

ACCT 960c Dissertation – Practical Research III (Data Collection & Analysis)

ACCT 960d Dissertation – Practical Research IV (Dissertation complete and Oral Defense)

Each non-dissertation and dissertation course are valued as 4 credits except for dissertation complete and oral defense which is valued as 2 credits; comprehensive examination is valued as 1 credit. Total Credits required for Doctor of Philosophy (Ph.D.) in Forensic Accounting and Audit is 73. Please refer to the University Catalog or website for admissions requirements; transfer credits policy; and tuition fees.



School of Business Course Description

ACCT 100 Introduction to Accounting I. (3 Credits)

ACCT 100 Introduction to Accounting I introduces students to the fundamental principles and theory of accounting and practice. The course emphasizes the business perspective, with attention to the accounting cycle, financial statement presentation and interpretation, and accounting standards, among others. This course also focuses on the important role of accounting in planning, decision-making, control, and evaluation of performance.

ACCT 102 Introduction to Accounting II. (3 Credits)

ACCT 102 Introduction to Accounting II explores the uses of accounting data and processes in business management. Through ACCT 102, students learn to prepare and use financial statements, closely analyze financial statements, decision-making for improved profitability, and the use of electronic spreadsheet applications. This hands-on course requires students to prepare entries and financial statements. Prerequisite ACCT 100.

ACCT 115 Applied Macro and International Economics I. (3 Credits)

ACCT 115 Applied Macro and International Economics I explores the big-picture economic issues affecting households, businesses, and governments. The focus of this course is on practical approaches as well as the use of macroeconomic theory to understand real-world policy issues. Topics explored in this course include living standards, economic growth, population growth and real interest rates, business cycles, fiscal and monetary policy, financial crises and economic instability, labor markets, and income distribution.

ACCT 122 Applied Macro and International Economics II. (3 Credits)

ACCT 122 Applied Macro and International Economics II adopts a critical perspective to traditional notions of macroeconomics in light of increasing globalization. Students have learned the basics of applied macroeconomics in the prerequisite course. Therefore, in this course ACCT 122, students explore substantive scholarship on applied macroeconomics as well as alternative ways of thinking that are essential for students of economics to accomplish basic techniques they have learned in the prerequisite course. Through ACCT 122, students will develop conceptual understandings and a keen sense of what is important or not, in terms of both applied macroeconomics and international economics.

ACCT 306 Income Tax Accounting. (3 Credits)

ACCT 306 Income Tax Accounting introduces students to the fundamental concepts of income taxation. Topics include income tax, capital gains, fringe benefits, and goods and services tax, taxation of capital gains and losses, deferred taxes, tax treatment of tax entities, anti-avoidance, and accounting techniques in income taxation. Through this course, students gain a technical accounting perspective on income taxes.

ACCT 307 Accounting Theory. (3 Credits)

ACCT 307 Accounting Theory provides students with opportunities to develop sound knowledge about normative, positive, and critical theories of accounting. This course explores the nature of theory and alternative forms of logic. Emphasis is given on the role of theory in understanding current accounting standards, practices, and issues as well as the relationship between accounting theory and decisions facing real people such as accountants and financial statement users.

ACCT 309 Accounting Information Systems. (3 Credits)

ACCT 309 Accounting Information Systems focuses on the use of accounting information systems (AIS) in the accounting process with an emphasis on computer systems and internal controls. This course equips students with analytical tools necessary they need to assess accounting information needs among users of accounting information, as well as tools needed for designing, implementing, and maintaining an AIS to support business processes and cycles.

ACCT 331 Financial Accounting I. (3 Credits)

ACCT 331 Financial Accounting I guides students as they acquire technical and problem-solving skills in the area of corporate external financial reporting. Corporate external financial reporting encompasses financial reporting by reporting entities to external stakeholders and is mandatory for most countries. Through this course, students develop skills in reading, interpreting, and applying accounting standards. ACCT 331 is course is essential for all students who will be exposed to financial information in their chosen future careers, such as students seeking to be accountants, auditors, financial analysts, bankers, managers, and oversight bodies involved in preparing and using company financial statements. This course is also essential for students who may not wish to specialize in accountancy but who seek to work in areas where accounting knowledge is an advantage, such as bankers and finance professionals, lawyers, IT professionals, and those interested in management positions including engineers and scientists.

ACCT 332 Financial Accounting II. (3 Credits)

ACCT 332 Financial Accounting II explores advanced financial reporting issues as well as accounting methods for company accounting. Students are introduced to different forms of inter-entity relationships and associated accounting issues and accounting treatments. As such, students will learn about preparing, reading, analyzing, and evaluating consolidated financial statements according to established accounting standards.

ACCT 400 International Accounting. (3 Credits)

ACCT 400 International Accounting introduces students to accounting issues uniquely challenging companies involved in international business.

In this non-technical but analysis-driven course, students will learn how accounting is practiced internationally. Students will also learn about determining differences in financial reporting, taxation, and other accounting practices that exist across countries as well as the rules and regulations that international organizations have issues, primarily. International Financial Reporting Standards (IFRS) issued by International Accounting Standard Board (IASB).

ACCT 404 Advanced Accounting Problems. (3 Credits)

ACCT 404 Advanced Accounting Problems delves into a range of complex, advanced accounting issues that touch on accounting standards, national and international information sources, and technical concerns arising from the use of financial accounting data and management accounting. This course is designed to enhance students' understanding of the nature and development of accounting relative to organizational management and business strategy, and extends into addressing professional challenges, social contexts of the discipline, and specific discipline-based issues.

ACCT 405 Business Accounting. (3 Credits)

This course covers topics such as business combinations, consolidations, how to prepare consolidated business financial statements, foreign exchange, and other current accounting issues in business environments. Students will comprehend, analyze, and work with complicated financial accounting transactions that involve multiple related entities in mergers and consolidations, international business transactions, and investments with substantial influence.

ACCT 411 Taxes and Business Strategy I. (3 Credits)

ACCT 411 Taxes and Business Strategy I focuses on taxation in relation to business strategy. Through this course, students learn about profit maximization and tax strategy of business rather than focus on public welfare maximization. In operating a business, taxes play an important role in different ways. This course seeks to present the students with learning on how various business decisions including investment, finance, labor relations, are impacted by taxation.

ACCT 412 Taxes and Business Strategy II. (3 Credits)

ACCT 412 Taxes and Business Strategy II explores the ways that multinational corporations strategically manage taxation. In particular, through this course, students learn how business managers around the world strategically harness taxes in ways that influence the behavior of customers, employees, suppliers and competitors. As a higher-level course, ACCT 412 uses economic, finance, and accounting perspectives to analyze how tax and non-tax factors impact business activities of multinational companies across the globe.

ACCT 605 Business Accounting (3 Credits).

This course focuses on how business use of corporate accounting information for making business decisions. Major topics include the use of financial statements and accounting information to determine profitability and financial performance, risk, differences in structure and business models, and the relationship of cash flow statements to the balance sheet and income statements, and the use of ratios to assess the quality of a company's accounting information, and the use of internal operating metrics. This course uses writing assignments, readings, and lectures to teach students how to be action-takers in complicated organizational settings. BUS students may gain the management and analytical tools needed to guide businesses. Key topics covered include ethical violations and the theory and practice of hiring.

ACCT 615 Management Accounting and Control (3 credits).

This course is a study of the fundamental managerial accounting concepts and techniques that aid in management decision-making, performance evaluation, planning and controlling operations. The emphasis is on the use of accounting data as a management tool rather than on the techniques of data accumulation. The course deals with such topics as cost behavior patterns, budgeting, and cost-volume-profit relationships. Quantitative methods applicable to managerial accounting are studied.

ACCT 664 Cost Accounting (3 credits).

The fundamental cost accumulation techniques for manufacturing and non-manufacturing companies are studied. Emphasis is on job and project costing, direct, and standard, by-product and joint product and process costing. Quantitative methods applicable to cost accounting are studied. This course trains students to develop accounting systems that will enhance performance measurements and decision making within the firm.

ACCT 800 Detecting Accounting Fraud: Analysis and Ethics. (4 Credits)

ACCT 800 Detecting Accounting Fraud: Analysis and Ethics examines the nature and types of accounting fraud, its motivations, and techniques to detect these practices. In this course, students also learn about the historical perspective of infamous accounting fraud cases, the appropriate treatment of information fraud, accounting manipulations using accounting procedures, the impacts of accounting fraud on various stakeholders, the ethical issues surrounding accounting fraud, and warning signs that should be recognized.

ACCT 805: Accounting Ethics and Professional Responsibilities. (4 Credits)

ACCT 805 Accounting Ethics and Professional Responsibilities examines relevant theories and principles underpinning ethical conduct in the



accounting profession. This course teaches students to recognize, analyze, and resolve ethical challenges in accounting practice to uphold professional responsibilities. This course emphasizes the practical applications of ethical theories to real-world scenarios in accounting, the AICPA's Code of Professional Conduct, and relevant legislation and regulations.

ACCT 810: Forensic Accounting Analytics. (4 Credits)

ACCT 810 Forensic Accounting Analytics teaches students an appropriate framework for forensic accounting investigations and systematic audit data analytics tests for fraud detection controls. In this course, students gain practical experience in utilizing forensic analytics to conduct detection tests on the "fingerprints" that a specific fraud would leave in the data under review and how to look for those fingerprints. Students also learn the optimal combination of effective and efficient fraud preventive controls, detective controls, corrective controls, and regular fraud risk assessments.

ACCT 815: Forensic Valuation. (4 Credits)

ACCT 815 Forensic Valuation explores how valuation is done in various business contexts and its applications, including to guide forensic investigation. Through this course, students learn about valuation principles and methods, the factors that influence them, and how these can be applied to detect and investigate alleged accounting misconduct.

ACCT 820: Financial Statement Fraud. (4 Credits)

ACCT 820 Financial Statement Fraud examines the most common and emerging schemes in preparing and issuing fraudulent financial statements. This course focuses on the United States and publicly traded companies. Through this course, students learn about international accounting standards violated in the preparation of fraudulent financial statements, fraud detection tools, and fraud indicators. Students also explore auditor liability and a range of real-world cases to illustrate many of the fraud schemes involving financial statements.

ACCT 825: Accounting Fraud Risk Assessments. (4 Credits)

ACCT 825 Accounting Fraud Risk Assessments explores risk assessment for accounting fraud from the auditor's perspective, emphasizing the perpetrator's role in committing the fraudulent act. Through this course, students learn the appropriate theory and principles of assessing accounting fraud risks, the multitude of fraud schemes, detecting fraud specific to a situation using the appropriate tools, and a proactive approach in responding to those fraud risks.

ACCT 830: Criminal Investigative Techniques in Forensic Accounting.

ACCT 830 Criminal Investigative Techniques in Forensic Accounting explores the complexities and intricacies of a criminal investigation in forensic accounting. In this course, students learn to organize and relate individual activities to construct the accounting profile of the investigation. This course also explores evidence-gathering techniques, proof requirements, and trial preparation.

ACCT 835: Accounting Fraud in Government. (4 Credits)

ACCT 835 Accounting Fraud in Government examines current issues in public sector accounting and auditing, with particular attention to fraud in government accounting. This course also explores different accounting practices in different countries and the role of the public sector accounting and auditing/internal controls in providing solutions for issues hindering financially-sustainable policymaking.

ACCT 840: Internal Controls and Accounting Systems. (4 Credits)

ACCT 840 Internal Controls and Accounting Systems explores the principles of fraud examination and compliance programs with internal controls at their core to prevent accounting fraud or reduce its impact. In this course, students gain a deeper understanding of fraud in accounting systems and how to prevent it. Students learn best practices in accounting fraud detection and prevention through effective internal controls.

ACCT 845: The Expert's Roles and Reports. (4 Credits)

ACCT 845 The Expert's Roles and Reports examines the roles and reports of forensic accountants and auditors as financial experts when they render services in connection with formal litigation or alternative dispute resolution. In this course, students learn about US civil litigation and how financial experts engage, commence work, and create value in litigation and alternative dispute resolution. Students also learn about laws and regulations addressing financial expert testimony, preparing expert reports, and providing services for mediation, arbitration, and neutral decision-making proceedings.

ACCT 850: Auditing for Financial Reporting Fraud. (4 Credits)

ACCT 850 Auditing for Financial Reporting Fraud provides a comprehensive account of the role, responsibilities, and work of auditors in relation to financial reporting fraud. This course particularly emphasizes internal audits related to financial reporting fraud. Through this course, students learn the theoretical and empirical background of auditing and the broad issues of financial reporting and auditing.

ACCT 855: Complex Discovery and Data Management. (4 Credits)

ACCT 855 Complex Discovery and Data Management course delves into the intricacies of investigating financial fraud, involving a discovery process where accountants analyze and evaluate evidence to uncover details about the fraud. The course focuses on managing and organizing voluminous data to break the discovery process into more manageable phases.

ACCT 860: Allegations of Audit Failure. (4 Credits)

ACCT 860 Allegations of Audit Failure provides an overview of the auditing process, focusing on regulations, professional ethics, legal liability, and expectations. It examines major issues in auditing that impact professionals' reputations, using case studies to illustrate failures and their consequences for companies.

BHIT 117 Marketing for Hospitality and Tourism. (3 Credits)

This course builds upon the fundamental principles of marketing and seeks to develop students' abilities in analyzing the marketing needs of services. This course uses practical, real world case studies on different areas of marketing to provide students with a broader knowledge of key issues as well as an overview of the business environment to which decision-making skills may be applied.

BHIT 205 Information Technology for Strategic Tourism Management. (3 Credits)

This course is an introduction to information technologies relevant to strategic tourism management. These information technologies encompass e-commerce, e-marketing, and e-research, which students will examine, critique, and apply to a tourism context. Be able to select appropriate software applications and apply their use in solving problems confronting firms in tourism.

BHIT 209 Tourism Geography. (3 Credits)

This course studies worldwide tourism destinations. It provides comprehensive knowledge regarding major characteristics of the regional geography of destinations. Locate and identify countries, main cities, and physical features of the world continents with specific emphasis on North America, Europe, and Asia.

BHIT 2115 Revenue Management for Hospitality Industry. (3 Credits)

This course introduces students to the pertinent economic models and how they are applied to tourism. Real case scenarios will be used in order to enhance student engagement.

BHIT 226 Tourism and Community Development. (3 Credits)

This course will enable students to design, implement, and evaluate tourism services that facilitate targeted human experiences that embrace personal and cultural dimensions of diversity. Attention will be given to theories of community development and their applications.

BHIT 304 Leadership in Hospitality and Tourism. (3 Credits)

This course builds upon recent leadership theories and models applied to the tourism industry. Through this course, students will learn the most applicable leadership approaches to ensure success in tourism firms.

BHIT 311 Business Writing for Hospitality Industry. (3 Credits)

This course introduces students to the acceptable standards and protocols used in business writing for the hospitality industry. This course focuses on written communication in business: practice within the hospitality industry, such as writing memos, letters, electronic correspondence, reports, and other practical communication.

BHIT 400: Business Statistics. (3 Credits)

BHIT 400 Business Statistics introduces students to business statistics to inform decision-making in business endeavors. Through this course, students learn a range of statistical models and analytical methods and their applications and respective purposes. This course also covers essential concepts, approaches, and methods in business statistics, including data structures and sources, data collection, data representation, measures of central tendency, correlation and regression analysis, probability, theory of sampling, and hypothesis testing.

BHIT 406 Quality Management for Hospitality Industry. (3 Credits)

This course introduces students to quality and sustainable development so that they can learn the fundamental concepts of sustainable products and services development. This course seeks to help students develop management competencies and how to analyze quality and the environment in ecological and sociocultural terms.

BHIT 423 Global Issues in Travel and Tourism. (3 Credits)

This course introduces students to global issues in travel and tourism. This course provides a critical overview of the past, present and future impacts of tourism and emphasizes 21st century tourism management issues.

BHIT 435 Legal Aspects of Hospitality and Tourism Management. (3 Credits)

This course provides a critical overview of the relevant international laws applicable to tourism and hospitality. Through this course, students develop understanding about compliance requirements and issues.

BHIT 444 Managerial Accounting for the Hospitality Industry. (3 Credits)

This course introduces students to recent developments of accounting theory. Students will be provided with a critical overview of the theory of firms; apply management reporting systems as well as harness appropriate tools of general accountancy to the tourism system.

BHT 100 Introduction to Tourism and Hospitality Management. (3 Credits)

This course provides students with an overview of the tourism, hospitality, and leisure industry through an understanding of basic concepts and principles. Through this course, students will understand current trends and practices in the tourism industry as well as the mechanisms of a global distribution system currently in use by organizations in this industry.

BHT 110 Sustainability in Tourism and Hospitality. (3 Credits)

This course shows students how to build and communicate a case for sustainability in hospitality and tourism, in order to secure support from management, customers, colleagues and vendors through case studies and real-life examples. Attention is given to necessary resources by means of internal budgeting, government incentives, and capital investment.

BUS 100 Introduction to Business (3 Credits).

This course gives the students a comprehensive background to essential concepts of business within an organizational, managerial, and financial context. Real world examples will be used to teach business concepts. The course will also be divided into parts like firms, business environment, markets, management, as well as international issues under such divisions relevant issues would be tackled according to the needs of the present and the near future.

BUS 150 Business Ethics (3 Credits).

This course will focus on applied ethics as an art as the students learn ethical principles as well as encounter moral and ethical problems that arise in a business context. It will be presented as a normative and

descriptive discipline that reflects on the different degrees of interaction with non-economic social values.

BUS 175 Organizational Behavior (3 Credits).

This course tackles the application of concepts regarding how individuals and groups act within an organization. It trains students in a systematic approach by which the relationship of people organizations could be better understood. Students learn how to build better relationships that will achieve the objectives of the organization.

BUS 217 Strategies in Decision Making (3 Credits).

This course will present an up-to-date look at how actual companies act strategically and organize themselves. The authors of our textbook provide the reader with a richness of theory, a richness of practice, and a strong basis for linkage between the two. We will combine a case study approach with theory that will provide the accumulated benefits of many years of careful research and thought about management processes and emphasizes the textbook authors' belief that in this complex world of organizations a range of concepts is needed to cut through and illuminate particular aspects of that complexity.

BUS 236 Global Business Environment Strategy. (3 Credits)

BUS 236 Global Business Environment Strategy focuses on crucial global business environmental factors and issues that potentially affect and have affected businesses with international operations. Topics covered in the course include the development of firms with international operations; economic, political, social, and legal forces in global environments; cultural differences and their impacts on international business; internalization of marketing; and the impact of technology and innovations.

BUS 241 Human Resource Management (3 Credits).

This course includes theoretical concepts about recruiting and training the best employees. It trains students to fill the needs of the corporation. Students learn the personnel and management practices,

BUS 251 Operation Management (3 Credits).

This course focuses on the area of business that is concerned with the production of goods and services. It also teaches the student of the responsibilities of business operations as well as the management of resources, the distribution of goods and service to customers.

BUS 310 Business Taxation (3 Credits).



This course discusses a wide range of taxation concepts and legislations. Students learn the role of taxation in decision-making and business. They will also learn how to deal with international aspects of the company's taxation.

BUS 316 Business Enterprise Management. (3 Credits)

BUS 316 Business Enterprise Management focuses on fundamental business enterprise management concepts with emphasis on strategy and the entrepreneurial mindset. Through this course, students can develop entrepreneurial competencies through hands-on learning. This course emphasizes the entrepreneurial process and how this process is applied to a broad range of business contexts. Other topics covered in this course are creativity and innovation, strategic approach, resources, communication, and leadership.

BUS 327 Transformational Leadership (3 Credits).

Students will acquire necessary skills, values, and knowledge in implementing positive change in a business firm. Focus will be on the enhancement of motivational skills, moral and ethical values, and performance. Elements of transformational leadership - individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence - will be explored and evaluated.

BUS 355 People and Organizations. (3 Credits)

BUS 355 People and Organizations introduces students to the of Organizational Behavior. This course was designed to help people in organizations to better understand the factors that influence behavior in the workplace. BUS 355 People and Organizations draws upon insights and research from psychology and sociology to explore a range of topics pertinent to diverse situations that people are likely to encounter in many contemporary organizations and businesses.

BUS 425 Leading Organizations (3 Credits).

This course will use Gill Hickman's Leading Organizations from SAGE Publications. The book features several discussions from different business authors. Thus, students will be introduced mainly to these divisions: inherent leadership context and concepts, relationship between leader and participant in organizations, strategic management and implementation, and organizational cultures.

BUS 450 Strategic Management (3 Credits).

Students will learn the fundamental concepts in strategic planning processes such as environmental scanning, strategy formulation, plan implementation, and activity control. Plan drafting and evaluation are the key skills in this course. The psychological bases of strategic management and management failures will also be explored and analyzed.

BUS 471 Corporate Risk Management. (3 Credits)

Students will analyze risks in management fields to develop possible risk treatment and ways of risk avoidance. Creation of a risk management plan will be the focus of this course accompanied by an implementation and evaluation process. Students will also apply cardinal rules of risk communication in a practice field.

BUS 800 Communication Strategies for Managers. (4 Credits)

BUS 800 Communication Strategies for Managers explores the requisite competencies and strategic communication approaches for managers. In this course, students learn about advanced managerial communication skills, roles, and issues, as well as how these issues should be addressed. Topics covered in this course include power and culture, ethical issues in management communication, conflict resolution, impression management, and crisis communication. Students also learn about the theories and models underpinning managers' communication strategies.

BUS 810 Managing Organizational Behavior. (4 Credits)

BUS 810 Managing Organizational Behavior explores theories and perspectives concerned with managing the design and function of organizations and the behavior of individuals and groups within these organizations. In this course, students learn about the roles of emotional intelligence, the more affective aspects of organizational life, employee engagement, intergenerational differences, happiness at work, organizations and spirituality, work/life balance, diversity, e-business and managing virtual teams, and effective leadership. Students also examine organizational processes and how managers motivate people at work and form high-performance teams.

BUS 835 Systems Integration and Alignment. (4 Credits)

BUS 835 Systems Integration and Alignment explores the link between theories of information systems and theories of organizations. In particular, this course examines the specific information systems concepts of governance, urbanization, and alignment in conjunction with three other crucial concepts of stakeholders, territories, and projects. Through this course, students learn how information systems alignment and integration contribute to business strategy. Students also

learn a framework for analysis and the keys to a coherent understanding of integrated and aligned information systems to address issues rich in diversity and constantly evolving.

BUS 860 Law, Entrepreneurship, and Management. (4 Credits)

BUS 860 Law, Entrepreneurship, and Management seeks to enhance the legal literacy of post-graduate students by honing instincts that help entrepreneurs and managers attain competitive advantage, avoid legal pitfalls, and pursue long-term success. Expanding beyond the fundamental legal concepts introduced in undergraduate courses, BUS 860 refines students' understanding of how the law affects all aspects of business, particularly in light of the increasingly transnational nature of entrepreneurship interactions, and develops a deeper appreciation of how to operate within the boundaries of legal systems.

BUS 885 Negotiation and Competitive Decision-Making. (4 Credits)

BUS 885 Negotiation and Competitive Decision-Making provides students a clear framework for global negotiations involving diverse cultural boundaries to close deals, create value, resolve conflicts, make business decisions, and reach agreements in a constantly evolving competitive context. Through this course, students develop knowledge and indispensable skills used in today's global business environment.

BUS 893 Global Business and Strategy. (4 Credits)

BUS 893 Global Business and Strategy explores evidence-based ways of structuring, organizing, and driving strategic responses and, thus, competitive advantage among global companies operating in multiple locations worldwide. This course examines increasingly complex business operations driven by the exponential growth in specialized knowledge and expertise intertwined with dynamic changes in a globalized business environment. Students also learn approaches, models, and theories to develop business responsiveness indispensable to competitiveness necessary for gaining strategic advantage among competitors in such a globalized business environment.

BUS 906 Business Performance & Statistical Analysis. (4 Credits)

BUS 906 Business Performance & Statistical Analysis focuses on how statistical thinking and methodology facilitate crucial business decisions, particularly in terms of business performance. This course prepares students for business leadership by developing their capabilities to apply statistical thinking to improve business processes. Students learn how to draw actionable conclusions from statistical data analysis, solve real business problems, and improve real processes.

BUS 907 Applied Economics for Global Business. (4 Credits)

BUS 907 Applied Economics for Global Business examines the application of economic theory to determine global business outcomes using the standard tools of economic analysis. Throughout this course, students learn a range of topics, including the role of business in international trade, international trade policy that creates barriers for global businesses, and the impacts of trade and economic development on global businesses. Students also explore global business areas of concern, such as national income accounting and exchange rate determination, purchasing power parity and the real exchange rate, and open economy macroeconomics.

BUS 911 Building and Leading High-Performing Teams.(4 Credits)

BUS 911 Building and Leading High-Performing Teams examines the models and strategies for building and leading high-performing teams of the 21st century. Through this course, students learn about effective team development, engaging within various types of teams, including multicultural and virtual teams, and future challenges affecting teams. Students also learn about transforming ordinary teams into high-performing ones, empowered team leadership, the role of leadership in cultivating team creativity and innovativeness, and inclusive team leadership.

BUS 917 Social Change and Business Outcomes. (4 Credits)

BUS 917 Social Change and Business Outcomes examines the impacts of social change on work and business outcomes to manage these transformations effectively. In this course, students learn about the elements in the change process in and of organizations that build, increase, enable, and foster beneficial outcomes associated with social change. This course adopts a positive perspective of social transformations in various sectors, with emphasis on new insights about social transformation and management of organizational resources, generativity and agency, and barriers to positive change and organizational dynamics that amplify beneficial results from the social change process.

BUS 925 Financial Management. (4 Credits)

BUS 925 Financial Management explores the principles of finance and their applications to financial decisions. In particular, students learn how to raise capital for business, decide on which projects to invest capital in, determine the distribution of excess cash flows, and manage risk management. This course provides students with hands-on opportunities to solve problems using statistical analysis, plan, and control cash flows, and make decisions within the microeconomic and macroeconomic environment.

BUS 938 Doctoral Seminar in Research Methods.(4 Credits)

BUS 938 Doctoral Seminar in Research Methods is designed for doctoral students seeking to enhance their research competencies from methods courses. Through this course, the students accomplish their dissertation proposal writing, requiring them to be competent in research methods and designs. Thus, they make judgments about matching the appropriate research method and design to their chosen research problems. The course is divided into two parts. In the first part, students learn more about methodologies in relation to other pertinent chapters of the dissertation proposal, and in the second part, they are required to complete that dissertation proposal.

BUS 960a Dissertation- Practical Research I (Proposal) (4 Credits).

The course requires students to select research problem through execution of authentic research until the preparation of a completed report along with practical suggestions based on a solid theoretical framework and sound pedagogy. Study goals and objectives as the first part of dissertation are the main requirements of the course.

BUS 960b Dissertation- Practical Research II (Review of Related Literature & Methodology) (4 Credits).

The course is a follow up to Practical Research I. The student is asked to perform preliminary literature review. Practical Research II involves methods of literature selection where students employ different modes of literature scanning. Students must also propose a research methodology.

BUS 960c Dissertation- Practical Research III (Data Collection & Analysis) (4 Credits).

This course is taken after Practical Research II. Students carry out their approved research proposal by performing the proposed methodology. Results are collected and analyzed, and a report of the study is prepared for the next step of the dissertation.

BUS 960d Dissertation- Practical Research IV (Dissertation complete and Oral Defense) (2 Credits).

This is the final stage in the Practical Research series. In this part of the dissertation, the student is expected to have completed the research requirements and is ready for oral presentation. Defense is done in the presence of selected members of a panel.

CSA 938 Doctoral Seminar in Research Methods (4 Credits).

This course lays the foundations of good research in the field of social sciences. It deals with the logic and assumptions underlying social research. Students will become exposed to various approaches to



research design and methods. The course will help students to develop their own projects.

CSA 960d Dissertation - Practical Research IV (Dissertation complete and Oral Defense) (2 Credits).

This is the final stage in the Practical Research series. In this part of the dissertation, the student is expected to have completed the research requirements and is ready for oral presentation. Defense is done in the presence of selected members of a panel.

CSA800 Information Security Governance (4 Credits).

This course will discuss the requirements for information security governance. It will thoroughly discuss the required software, hardware, personnel, infrastructure, and business processes to ensure that security is functionally able to help an organization in meeting strategic objectives.

CSA805 Networking and System Security (4 Credits).

Networking and System Security focuses on networking and network communication protocol principles. This course will undertake in-depth discussions on TCP/IP security problems; discuss threats to the security of communication networks as well as the countermeasures employed.

CSA815 Information System Risk Management (4 Credits).

Information System Risk Management discusses the major components of risk to an information technology (IT) structure. This course will explore the different risk identification techniques as well as effective risk management strategies.

CSA821 Business Law (4 Credits).

Business law traces the history and development of the judicial system as well as the social and legal environment of business. This course will discuss principles of government regulation of business, business legal ethics and corporate social responsibilities, securities law, employment law, consumer protection law, labor law, and environmental law and analyzed through use of cases and problems.

CSA827 Computer Ethics (4 Credits).

Computer Ethics focuses on the ethical dilemmas that present when people, information objects, and social computing technologies interact. This course explores emerging ethical models from historical and cross-cultural perspectives and then applies these models to different new and emerging technologies. Students will explore the technological

underpinnings of associated technology systems and examine the mechanics of ethical and unethical behaviors.

CSA833 Cybercrime (4 Credits).

This course will focus on economic and other crimes perpetrated over the Internet as well as telecommunications networks. Cybercrime will analyze crimes that range from social engineering to auction fraud and email scams as well as phishing. There will also be discussions on network forensics and investigative techniques on cybercrime.

CSA845 Legal Issues in Cyber Security (4 Credits).

This course will explore the various impacts of cybercrimes on national security, critical infrastructure, and emerging sovereignty rules. This course will also discuss legal trends and issues of cyber risks to internet-based and networked computer systems.

CSA902 Biometric Authentication Technologies (4 Credits).

Biometric Authentication Technologies is an introduction to authentication and identification technologies. This course discusses the fundamentals of biometric technologies and explores topics such as system performance assessment, usability evaluation of biometric technologies and biometric standards and their impacts.

CSA906 Information System Intrusions (4 Credits).

Information System Intrusions will discuss threats to security from a network, security strategies and policies, firewall architecture as well as the appropriate intrusion detection systems. This course will also explore pattern matching and artificial intelligence versus computer immunology, read and analyze log files and audits and IP-spoofing and sequence guessing.

CSA915 Forensic Investigation in Information System (4 Credits).

Forensic Investigation in Information System will teach technical investigative skills pertaining to the collection of information from compromised systems. This course covers skills and technologies required for collecting information and drawing inferences from that data regarding the attack as it occurred or as it unfolds.

CSA923 Cyber Security Policy (4 Credits).

Cyber security Policy provides students with the necessary domain knowledge in order for them to serve in decision-making roles throughout the cyber security industry. There will be analyses of cyber security risks, as well as discussion on how to develop appropriate

protection & response options, and assess operational requirements for government, military, critical infrastructure, and commercial missions.

CSA960a Dissertation - Practical Research I (Proposal) (4 Credits).

The course requires students to select research problem through execution of authentic research until the preparation of a completed report along with practical suggestions based on a solid theoretical framework and sound pedagogy. Study goals and objectives as the first part of dissertation are the main requirements of the course.

CSA960b Dissertation - Practical Research II (Review of Related Literature & Methodology) (4 Credits).

The course is a follow up to Practical Research I. The student is asked to perform preliminary literature review. Practical Research II involves methods of literature selection where students employ different modes of literature scanning. Students must also propose a research methodology.

CSA960c Dissertation - Practical Research III (Data Collection & Analysis) (4 Credits).

This course is taken after Practical Research II. Students carry out their approved research proposal by using the proposed methodology. Results are collected and analyzed, and a report of the study is prepared for the next step of the dissertation.

ECON 100 Introduction to Economics (3 Credits)

This course introduces the basic concepts in order to understand the economy. The first part focuses on microeconomics, to study individual consumer and firm behavior. The second part focuses on macroeconomics, to study the economy, especially issues related to output, unemployment, productivity, inflation, and growth.

ECON 120 Principles of Economics I (3 Credits).

This course provides the theoretical concept of how the economy worked. This course will analyze the economy as well as the economic actors. Students will be trained to use basic methods and concepts economists employ in analysis.

ECON 121 Principles of Economics II (3 Credits).

This is a course designed to study the basic concepts of microeconomics. Consumer behavior, firm behavior, economic growth as well as market structures are only a few of a lot of concepts that will be discussed. **Prerequisite ECON 120**

ECON 123 Political Economy (3 Credits).

This course provides a foundation in political economic concepts, theoretical framework, as well as their application. This course prepares students for advanced research in political economy. It focuses on econometric methods (treatment estimation, panel data, random coefficients, nonlinear models, factor analysis, and duration models) with applications to political and economic development, war economic interdependence, economic voting, corruption, social networks, and legislative behavior. Students will discuss historical and recent issues regarding the nature of political economy. Students will also discuss different methodological approaches and their pros and cons.

ECON 203 Industrial Organizations. (3 Credits)

ECON 203 Industrial Organizations serves as a foundational course for the study of different other fields that require an understanding of the ways that organizations interact with the economy. Therefore, this course covers business strategy, industry structure, corporate structure, trade, banking, operations, as well as the economics of organizations. A core emphasis of ECON 203 Industrial Organizations is the impact of market structures on consumer welfare. Students will also investigate the strategic behavior of business firms, the structure of markets, as well as the interaction between these two using a descriptive approach to industrial organization and price theories.

ECON 210 Economic Analysis for Business Decisions (3 Credits).

Students will acquire analytical tools needed in evaluating economic decisions of market firms with a focus on market formation, industrial performance, and strategic communication. The behavior of individual markets concentrating on cost analysis and demand/supply determinants will be examined. Implications of regulatory policies and economics on business activities will also be investigated.

ECON 226 Applied Economics for Management (3 Credits).

This course examines economic concepts useful to management. Topics include the following: incorporating risk into evaluations, techniques for financial evaluation of proposed investments, theory of demand, concepts from game theory, competitive markets, cost functions, production functions, competitive markets, and other market structures.

ECON 230 Consumer Economics (3 Credits).

This is a specialized course designed to prepare students to understand the economic system in the United States and how it affects individuals as consumers, producers, and citizens.

ECON 321 Principles of Macroeconomics (3 Credits).

This course includes the aspect of economics that deals with principles that apply to economy. This includes general price levels, output, and income as well as interrelations among different sectors of the economy.

ECON 367 Law and Economics (3 Credits).

This course introduces the study of law and economics. There will be assigned readings -- mostly theoretical and policy-oriented material, rather than cases or statutes-as well as engagement in the sort of academic writing and commentary typical of advanced seminars.

ECON 368 Antitrust and Regulation (3 Credits).

This course will explore boundaries of the organization, oligopoly, and relevant antitrust legislation, as well as introduce economic regulations (including capture). This course will also explore the different regulatory institutions and franchises and their functions.

ECON 401 Collective Choice (3 Credits).

This course introduces the students to the major formal approaches in rational choice theory, focusing on collective choice theory. Students will investigate the properties of processes for gathering individual preferences into social preference or into a clear criterion for collective choice by a society. Students will also examine collective choice through voting.

ECON 403 Environmental Economics.

It explores the central questions of whether markets work and what must be done if they fail. It covers theory and evidence on government responses to market failure. Special emphasis is on developing and applying tools in evaluating environmental policies.

ECON 410 Economic Analysis of Social Issues.

Economic Analysis of Social Issues aims at looking at how social activities impact the economy of a nation or a community. Examples of social activities include farming, mining, and industrialization. These activities are beneficial to a society as they create job opportunities for

the population, and this creates a source of income for various households. On the other hand, the activities can have adverse effects to the society such as pollution which can cause health complications and depletion of natural resources which will lead to the loss of employment as there will be no more resources to mine or sell. The course primarily seeks to understand the social problems and their impact on the economy of the society or the nation. An analysis is meant to determine whether something is working effectively or whether it is adding value which can be and is not limited to monetary value to an individual or a company. In addition to the aim of the course stated above, Economic Analysis of Social Issues also tends to understand whether the measures put in place to curb the social issues are effective or beneficial to society. If not, other solutions or recommendations are given to help better the situation or the condition.

ECON 411 Negotiation and Conflict Management (3 Credits).

The course presents negotiation and conflict management theory within a marketing context. Students will use role-playing simulations covering a wide range of topics. Students will also test their negotiation and conflict management skills in difficult situations, including racism, sexism, abrasiveness, emergencies, and whistleblowing.

ECON 426 Public Economics (3 Credits).

The emphasis is on theory and evidence on expenditure policies of the government. Topics include education, local and state public goods, the theory of public goods, welfare and redistribution policy, political economy, health care policy, and social insurance programs like unemployment insurance and social security.

ECON 445 International Trade. (3 Credits)

ECON 445 International Trade provides students with a theoretical analysis of international trade topics in reference to scientific evidence. In this course, students learn the key theories of international trade from the economic perspective and in relation to trade policy. Students will gain familiarity with concepts such as comparative advantage and supply and demand and explore models demonstrating the ways that technological differences, differences in resource endowments, as well as economies of scale determine trade patterns and income distribution.

ECON 446 International Economics (3 Credits).

This course provides students with an understanding of the principles and applications of international economics, so that they will be prepared to face the future complexities of the world economy. This

course will focus on the law of comparative advantage, the gains from trade and models such as the Ricardian model.

ECON 453 Comparative Economics (3 Credits).

This course examines basic economic concepts and how these impacts the individual, families, and their immediate communities. This course also analyzes national and global economic models, actions, and impact.

ECON 463 Econometrics. (3 Credits)

ECON 463 Econometrics introduces students to econometrics and provides them with the necessary tools to conduct empirical research. Notably, econometrics uses statistical methods to answer economic queries. The overarching topic of this course is regression analysis, with a special focus on the interpretation of given data. Students will be provided with both theoretical and practical examples to work on throughout the course.

ECON 515: Econometrics and Business Forecasting. (3 Credits)

ECON 515 Econometrics and Business Forecasting provides a comprehensive albeit practical approach to quantifying and accurately forecasting key economic and financial variables that impact businesses. Students learn techniques that economists use, particularly for business-related forecasting. Topics covered in this course include major economic and financial variables, including economic growth, final sales, employment, inflation, interest rates, corporate profits, financial ratios, and the exchange value of the dollar, to inform business forecasting.

ECON 539 Applied Statistics for Economics (3 Credits).

ECON 539 Applied Statistics for Economics introduces students to powerful statistical methods and techniques applied to economics. Students learn applied statistics for economics in real-life situations, stimulating them to think realistically in tackling these problems. Students are given hands-on opportunities to perform calculations through standard spreadsheets, allowing them to examine data and the relationships in economics data. This course is designed to prepare students for advanced econometrics in the curriculum.

ECON 547: Mathematical Economics. (3 Credits)

ECON 547 Mathematical Economics focuses on the mathematical tools economists utilize to excel at all levels of their discipline. This course explores these mathematical tools in conjunction with economic theory. Topics covered in this course allow students to gain a firm grounding in mathematical economics, including sequences, series, application in finance, functions, differentiations, differential and difference equations, optimizations, and integrations, among others.

ECON 613: Managerial Economics. (3 Credits)

ECON 613 Managerial Economics explores the application of economic principles to topics of concern to managers, particularly strategy and competitive advantage. Students learn the appropriate frameworks, methods, and tools to predict managerial responses to changes in the business environment. This course combines the various business disciplines with quantitative methods to determine optimal solutions that more efficiently achieve a firm's organizational objectives.

ECON 660: Urban and Regional Economics (3 Credits).

ECON 660 Urban and Regional Economics explores spatial economics, focusing on urban and regional economic growth and development. Through this course, students learn about the different perspectives under which economists have studied complex spatial economic systems. In particular, students learn about the interactions among international or regional trading partners, the functioning of financial and labor markets as social network structures and strategic choices of single firms and households.

ECON 661: Capitalism and its Critics. (3 Credits)

ECON 661 Capitalism and its Critics is an advanced course in economics with a unique perspective on the history of economic thought, particularly critiques of capitalism through the lens of different prominent economists. This course emphasizes economists' competing visions and beliefs about how capitalism functions and the resulting divergent theoretical frameworks they constructed. Some of the economists covered in this course are Karl Marx, David Ricardo, Thorstein Veblen, Jeremy Bentham, John Maynard Keynes, John Locke, and Thomas Robert Malthus, among many others.

ECON 662 Econometrics (3 Credits).

This introductory course to econometric techniques and models, program evaluation, and simultaneous equations based on regression analysis covers advanced topics such as linear panel models, nonlinear probability, time series regressions, instrumental variables, limited dependent variable models, censored outcomes models, and measurement error.

ECON 667 Institutions, Economic Growth, and Policy. (3 Credits)

ECON 667 Institutions, Economic Growth, and Policy examines how and why institutions and their policies influence economic growth and development. In particular, students learn about the theoretical and empirical relationships between institutions and economic growth. Topics covered in this course include "appropriate institutions," liberalized credit markets, the influence of institutions on productivity, institutional and regulatory reforms in the OECD, the influence of innovation and entrepreneurship on growth, and the effects of economic



development on transitions to democracy.

ECON 66g: Real Estate Economics. (3 Credits)

ECON 66g Real Estate Economics explores the primary tools and concepts of real estate (RE) economics. In this course, students learn about salient RE topics, including its relationship with the macro-economy, RE finance, investment appraisal, taxation, demand and supply, development, market dynamics and price bubbles, and price indices. This course covers both residential and commercial RE.

FIN 121 Financial Team Projects I (3 Credits).

This course is a seminar on current financial management topics. Students are required to organize a team and propose a project to be presented in class. The class will invite professionals and experts in the finance industry to give a lecture.

FIN 150 Financial Team Projects II (3 Credits).

This course is a seminar on advanced financial management topics. Students are required to organize a team and propose a project to be presented in class. The class will invite professionals and experts in the finance industry to give a lecture. *Prerequisite FIN 121*

FIN 210 Generating Business Value from Information Technology (3 Credits).

This course takes the general manager's strategic viewpoint and studies how top companies get value from their investments in information technology. It does not focus on the technical details, but on the impact as well as the business value that one can achieve. Students will also learn about issues on governance.

FIN 215 The Law of Corporate Finance and Financial Markets (3 Credits).

Much of this course concentrates on management and accounting and the law-sensitive features of financial markets and financial services. This course is designed to introduce to student's business law that discusses and examines the fundamentals, such as liability, contracts, employment, regulation, and corporations.

FIN 235 Management Accounting and Control. (3 Credits)

In FIN 235 Management Accounting and Control, students develop the competencies for collecting, analyzing, and communicating quantitative and qualitative information to support management in more effective planning and making better control decisions. Topics covered in the course include the evolving role of management accounting. Product costing and cost accumulation, process costing. activity-based costing and activity-based management, cost behavior and cost estimation.

variable costing, profit planning, cost management tools, and decision-making.

FIN 310 Introduction to Financial Management. (3 Credits)

FIN 310 Introduction to Financial Management financial concepts and practices, including analyses of company resources, types, and sources of financing, forecasting and planning methods, as well as money and capital markets. Through this course, students will learn about methods of managing finances, measurements, and control of financial risks.

FIN 332 Managerial Analysis. (3 Credits)

This course provides students with an understanding of the analytical tools that bear directly on the firm's economic decisions. It emphasizes industrial performance and market structure, including the firm's strategic interaction. In addition, students will also examine the behavior of individual markets.

FIN 405 Global Finance. (3 Credits)

FIN 405 Global Finance introduces students to finance in a highly globalized world. The primary themes in the course include understanding the nature of international financial markets, risk management, and hedging by firms that operate internationally, the pros and cons of the diverse ranges of funding sources from international financial markets, and issues related to cross-border and multi-currency valuation. Students learn to apply theoretical frameworks to analyze the macroeconomic environment of international finance and harness different financial instruments and tools for managing foreign exchange and country risk while raising capital in the global financial markets and valuing cross-border investments.

FIN 412 Capitalism and Its Critics. (3 Credits)

FIN 412 Capitalism and Its Critics provides students with a theoretical background on capitalism. Students will discuss the theories of thinkers such as Milton Friedman, Ayn Rand, Max Weber, Karl Marx, John Kenneth Galbraith, and Joseph Schumpeter. The course will explore the ways in which critics understood the theoretical bearings of capitalism as a means of shedding light on its financial contexts.

FIN 423 Financial Analysis (3 Credits)

FIN 423 Financial Analysis introduces students to different tools for undertaking financial analyses that support management decision-making. In this course, students will also learn to interpret the outcomes of financial analyses, the interrelationships involved, as well as the implications of a decision-making environment where uncertainty persists. Numerical competency, although highly important, is not the only focus of this course, which was designed to capture the financial perspectives of strategic thinking that underpins management decision-making.

FIN 439 Finance for Decision Making.(3 Credits)

FIN 439 Finance for Decision Making introduces students to the fundamentals of understanding and interpreting various sources of financial information to inform decision-making. Through this course, students will learn how to harness financial data to guide management about cost, budgeting, financial statements, and financial investments using established analytical models. FIN 439 Finance for Decision Making uses theory and practical applications to develop students' skills in interpreting financial information. This course is designed to prepare students for managerial roles where effective and efficient decision-making is a requisite. This course adopts a behavioral approach to financial decision-making.

FIN 450 Microeconomic Issues and Policy Models (3 Credits).

The course covers wide range of topics that include technology, education quality, social and private returns to education, market equilibrium and education policy, productivity effects of health, public finance, gender discrimination, firms and contracts, decision making in families, land, markets for savings and credit, and labor and migration.

FIN 623: Financial Analysis. (3 Credits)

FIN 623 Financial Analysis focuses on financial statement analyses to address the practical challenges of contemporary businesses. This course is designed for graduate students with basic accounting skills. Students learn the intricacies that influence the numbers presented on financial statements. Additionally, students learn financial analysis techniques for interpreting and evaluating financial statements to inform business decision-making and enhance stakeholder value.

FIN 631 Entrepreneurial Finance. (3 Credits)

FIN 631 Entrepreneurial Finance examines the application of fundamental financial principles and theories in the domain of new and small-scale business firms. In particular, students learn about the financial principles and theories for planning and developing, starting up, operating, growing, and maturing, valuing, and harvesting entrepreneurial business projects. Moreover, students learn about the financial decision-making process and its fundamentals according to the nature and scope of entrepreneurial endeavors.

FIN 645 Investments. (3 Credits)

FIN 645 Investments explores the fundamentals of investment intuitively and practically. Through this course, students learn investment theories and strategies from the perspectives of economics and finance to better understand the underlying story underpinning investment concepts. Topics covered in this class include financial markets, intermediaries,

and instruments; portfolio theory; equity portfolio management; debt securities; and derivative markets and other investments.

FIN 655 Financial Accounting. (3 Credits)

FIN 655 Financial Accounting examines the principles and frameworks in financial reporting and accounting as well as current issues in financial accounting. Students learn the framework of accounting guidance today and the organizations involved in its development, including the development of international standards. This course also explores specific guidance on general aspects of financial statement presentation, disclosure, and analysis, including SEC filing regulations. Students critically analyze particular financial statement areas from cash through shareholders' equity, including coverage of financial instruments, fraud, and fraud-related issues, and methods for addressing issues in financial accounting and reporting.

FIN 679 Financial Analysis (3 Credits).

This course introduces the framework for financial statement analysis. Students will learn major accounting concepts and policies, which determine the numbers and figures presented on financial statements. In addition, the course will also help students learn basic financial analysis techniques.

GRES 690 Master's Degree Theses (12 Credits).

This course is designated for the Master's degree program. The value of both practical engagement and research-oriented activities would be conducted to provide background for the thesis project that would provide the students' degrees.

HRM 100: Organizational Theory and Practice. (3 Credits)

HRM 100 Organizational Theory and Practice delves into how organizations can be structured to accomplish their objectives. This course introduces students to the approaches used by managers, economists, psychologists, and sociologists to address these issues. Students also learn about the historical development of organizational theory and practice.

HRM 105: Labor Relations and Union Management. (3 Credits)

HRM 105 Labor Relations and Union Management introduces students to theories, concepts, empirical research, and issues in the field of labor and employment relations. Special attention is directed towards labor laws and work institutions at the global level, collective bargaining, and the strategic value of labor relations management.

HRM 109: Employee Performance Management. (3 Credits)

HRM 109 Employee Performance Management introduces students to employee performance management and appraisal in increasingly globalized organizations emphasizing quality. This course emphasizes distinctions between performance management and performance appraisal, explores performance management tools, and identifies employee variables crucial for evaluation, benefiting both HR and the organization.

HRM 113: Legal Aspects of Human Resource Management. (3 Credits)

HRM 113 Legal Aspects of Human Resource Management examines potential areas of legal issues from the perspective of the employment relationship to provide a practical guide on how to deal with the said legal issues. Students learn a critical overview of international laws relevant to Human Resource Management (HRM), compliance requirements, and related issues.

HRM 207: Human Resource Management and Staffing Strategies. (3 Credits)

HRM 207 Human Resource Management and Staffing Strategies explores strategic employee recruitment and selection that align with business objectives. In particular, students learn a longer-term approach to strategic staffing and strategic workforce planning to achieve business goals. In this course, students learn essential strategic staffing processes, including defining staffing requirements, identifying and forecasting staffing availability, calculating staffing gaps and surpluses, and developing staffing strategies and plans that eliminate those staffing gaps and surpluses effectively and efficiently.

HRM 218: Professional Writing. (3 Credits)

HRM 218 Professional Writing explores how the task and process of writing can be used as a tool for human resources professional development, both for the purposes of the initial preparation for occupations and ongoing development within them. Students learn how professional writing can serve as a tool to create new insights, develop further procedural capacities, and support professional identity construction.

HRM 225: Conflict Resolution Strategies. (3 Credits)

HRM 225 Conflict Resolution Strategies explores conflicts that emerge in the workplace and the evidence-based strategies that human resource management can adopt to resolve conflicts. Through this course, students will learn about the causes of workplace conflicts, conflict resolution strategies and techniques, prevention of workplace conflicts, and the appropriate collaborative approaches in conflict resolution.

HRM 304: Employee Benefits and Compensations. (3 Credits)

HRM 304 Employee Benefits and Compensations explores methods and techniques to maximize the return on employee costs, which accounts for more than 50 percent of operating costs in many firms. In this course, students learn how to develop and implement a compensation and benefits system that is reliable, efficient, and effective. Students also learn about employee compensation and benefits programs integral to successful staff retention and motivation.

HRM 319: Collective Bargaining. (3 Credits)

HRM 319 Collective Bargaining introduces students to the principles of collective bargaining, including bargaining environments and standards used in labor relations negotiations. In this course, students learn the normative framework for collective bargaining, prepare bargaining demands, prevent and resolve disputes, implement collective agreements, and reinforce negotiators' capacities.

HRM 402: Intercultural Management. (3 Credits)

HRM 402 Intercultural Management examines the importance of intercultural competence in the workplace, its perceptual nature, and major theoretical concepts. Through this course, students learn about the foundational intercultural competence models and the linkages between intercultural competence and multicultural team dynamics, teamwork challenges, and team development.

HRM 415: Employee Engagement. (3 Credits)

HRM 415 Employee Engagement explores practical approaches at the organizational level to facilitate the engagement of employees in developing and executing organizational renewal initiatives such as strategy and change. This course emphasizes that effective engagement can only take place within the context of strong leadership. This course also examines employee engagement at the individual level, with emphasis on the capabilities necessary to equip leaders and managers to engage people effectively.

HRM 429: Strategic Human Resource Management. (3 Credits)

HRM 429 Strategic Human Resource Management focuses on strategic human resource management (SHRM) to increase business performance. This course teaches students how to develop and align business strategy and HRM processes, including staffing, talent management, performance management, compensation, succession, development, and training. The term SHRM is used in this course to distinguish these processes from other HR processes that are more administrative in nature.

HRM 432: Safety in the Workplace. (3 Credits)

HRM 432 Safety in the Workplace explores the methods used to prevent incidents and ensure employee health in the workplace.

Students learn why workplace safety is a persistent global challenge, particularly why human factors rather than technological issues contribute to the scale of the challenge. This course also explores the relationships of organizational culture, leadership, and organizational learning with safety and occupational health effectiveness.

HRM 437: Team Leadership. (3 Credits)

HRM 437 Team Leadership explores team leadership to maximize performance, enhance individual and team growth, and ensure organizational alignment and benefit. In particular, this course teaches students effective team leadership using the appropriate theories and research on team design, team functioning, managing teams, team growth, and team development. This course also explores tools and techniques that raise teams' performance levels and help them be optimal.

HRM 455: Employee Trainings. (3 Credits)

HRM 455 Employee Training explores the fundamental steps in designing, developing, and delivering employee training. This course teaches students advanced training and facilitation techniques suitable for human resource management (HRM) professionals, including non-full-time trainers. Students also learn how to design, develop, and implement an effective training program for employees.

HRM 473: Ethics in Human Resource Management. (3 Credits)

HRM 473 Ethics in Human Resource Management explores the subject of ethics in employment with respect to human resource management (HRM). This course brings out the complexity of articulating a conception of ethical HRM that goes beyond a shaky affirmation that good ethics is always good for business. Through this course, students learn about the many duties, responsibilities, and issues of care and concern for others that arise within employment and in HRM.

HRM 500: Change Management for HR Professionals. (3 Credits)

HRM 500 Change Management for HR Professionals examines the theories, models, and competencies for evidence-based change management, specifically from a human resource (HR) perspective. Through this course, students learn the addresses HR professionals' distinct skills and processes necessary for enacting meaningful and lasting organizational change. Students also learn about key topics and the practical application of these elements.

HRM 503: Strategic Recruitment and Selection. (3 Credits)

HRM 503 Strategic Recruitment and Selection focuses on the complex relationship between acquiring the best possible human resources and optimizing their development and potential to support the organization in achieving its goals and objectives. In this course, students explore the

increasing use of strategic recruitment and selection to meet organizational human resource needs for the future within a knowledge-based global community. This course adopts a systems approach to demonstrate how employee recruitment, selection, training, and development help discern issues within an organization that may adversely impact staffing strategies.

HRM 515: Human Resource Metrics. (3 Credits)

HRM 515 Human Resource Metrics explores the fundamental rationale, analysis, and interpretation central to human resource (HR) metrics. This course emphasizes applied methodology rather than statistical issues; however, rigorous methodology pertinent to HR metrics is covered. Students also learn how to scientifically measure human resource efficiency, effectiveness, and impact using HR metrics, particularly relative to HR's strategic role in attaining organizational goals and objectives.

HRM 528: Employment Regulations. (3 Credits)

HRM 528 Employment Regulations is an advanced course adopting a critical view of employment regulations. In particular, this course explores deep-seated global issues with employment laws and regulations that have resulted in embattled workers, disarrayed labor markets, and labor laws in flux. Through this course, students learn the weaknesses of the standard employment contract that have undermined the regulatory gains in labor markets and employment relationships. This course also covers new regulatory approaches to address employment law and regulation issues.

HRM 533: Compensation and Benefits Management. (3 Credits)

HRM 533 Compensation and Benefits Management explores compensation and benefits management strategies to enhance staff retention, motivation, and competitiveness in talent acquisition. Through this course, students learn the complexity of remuneration, compensation, and benefits, particularly in relation to total rewards models to provide value to organizations and enhance the Employee Value Proposition.

HRM 601: Conflict Management. (3 Credits)

HRM 601 Conflict Management applies principles and theories from organizational behavior and industrial psychology to conflict management in human resource management (HRM). Students in this course learn how to manage organizational conflict, from diagnosis to intervention of conflict. Topics covered in this course include minimizing affective and process conflicts, reducing substantive conflict in routine tasks, achieving and maintaining a moderate amount of substantive conflict for non-routine tasks, and enabling organizational members to learn and use the various styles of behavior to handle different conflict situations effectively.

HRM 607: Global Human Resource Management. (3 Credits)

HRM 607 Global Human Resource Management focuses on the effective management of human resources to facilitate the creation of specific knowledge and the building of social relations within the organization. This course particularly emphasizes talent management in a global context, highlighting methods, theories, and techniques to attract, recruit, and retain a suitable workforce that contributes to the multinational enterprises (MNEs) sustainable competitive advantage. Students also learn about managing employees' development globally, including activities relating to managing talented employees at key positions and employees' global career development.

HRM 614: Cultural Diversity Management. (3 Credits)

HRM 614 Cultural Diversity Management explores cultural diversity management from human resource management (HRM) and psychology perspectives. Particular emphasis is given to staffing for cultural diversity. In this course, students learn the effective HR staffing processes to increase cultural diversity in organizations and the strategic management of cultural diversity to facilitate the attainment of goals and objectives.

HRM 636: Internship in Human Resource Management. (3 Credits)

HRM 636 Internship in Human Resource Management is a group supervision course where training is provided. During weekly course meetings, the course instructor discusses the supervision and consultation topics of HR practice preparation and professional development. Lectures are delivered to strengthen students' professional skills, and students complete a supervised internship at a partner internship site with a work focus relating to their career objectives and academic training in HRM.

HRM 648: Research Methods for Human Resource Professionals. (3 Credits)

HRM 648 Research Methods for Human Resource Professionals applies social science methods to research issues that arise as part of organizational life, and in particular, on human resource management (HRM). As a postgraduate-level course, HRM 648 emphasizes aspects of HR research methods such as validity, reliability, empirical relationships, and instrumentation. This course requires students to engage in research activities to help them develop the skills needed to conduct empirical research and to critically evaluate research conducted by others.

MBA 510 Global Marketing Management. (3 Credits)

MBA 510 Global Marketing Management explores marketing management appropriate global markets and consumers, emphasizing opportunities and challenges in bringing cultural perspectives into

practice. Significant attention is given to cultural insights and tools for understanding consumers' priorities, values, preferences, and managerial objectives and constraints pertinent to marketing. Through this course, students learn how cultural meanings are valued economically and, in turn, how economic value intervenes in cultural meaning-making as it gets institutionalized in markets. This ultimately leads to understanding the intended and unintended impacts of global marketing management practice.

MBA 515 Globalization, Economics, and Business. (3 Credits)

MBA 515 Globalization, Economics, and Business explores the forces of globalization and how they impact business and economics. In particular, this course emphasizes fundamental structural factors of globalization driving economic events that, in turn, impact businesses. Students, with or without formal backgrounds in economics, learn valuable insights about the effects of globalization, new technology, and international trade on their organization and workforce.

MBA 524 Organizational Behavior. (3 Credits)

MBA 524 Organizational Behavior brings together a vast range of theories, models, and concepts on organizational behavior from different fields, including psychology, sociology, history, economics, and politics. Students learn about crucial concerns in organizational behavior, including designing organizations to ensure greater flexibility and responsiveness, managing change, effective leadership, motivating people at work, and the influences of personality and emotional intelligence on work.

MBA 538 Strategic Managerial Accounting. (3 Credits)

MBA 538 Strategic Management Accounting focuses on how management accounting and control systems and processes work to support organizational strategies. Students learn about the various uses of financial and non-financial information to plan and control decisions. Particular emphasis is given to the strategic value of management accounting and applying management accounting principles and concepts to business strategy. Topics in this course are organized into five themes: management accounting in relation to empirical studies on management accounting, cost and value, and managing customers, competitors, and corporate value.

MBA 580 Multinational Financial Management. (3 Credits)

MBA 580 Multinational Financial Management explores financial management practices within the dynamic global business world. This course adopts the viewpoint of the financial manager of a multinational

enterprise with operations in more than one country, meaning an enterprise that could be a multinational corporation (MNC), a large financial institution, or a small partnership or proprietorship. Students learn a framework for assessing multinational operations' various financial opportunities, costs, and risks beyond the basic algebra and terminology to general principles.

MBA 600 Human Resource Management. (3 Credits)

MBA 600 Human Resource Management explores the psychological principles underpinning employee behavior to facilitate the strategic management of human resources. This course emphasizes how organizational leaders, managers, and human resource specialists should strategically manage human resource management (HRM) processes necessary to create highly productive work environments to facilitate the attainment of company goals and objectives, improve business performance, and ensure employee satisfaction.

MBA 605 Strategic Management (3 Credits).

MBA 605 Strategic Management offers a unique perspective to strategic management by focusing on executive-level corporate strategizing. Therefore, this course examines both evidence-based and practice paths for successful corporate strategic management. In this course, students learn about which businesses merit investment and how such businesses should be managed for maximum performance and competitive advantage. Students also explore the issues and challenges pertinent to executive-level strategizing and how these should be addressed.

MBA 608 Analytics for Business Strategy (3 Credits).

MBA 608 Analytics for Business Strategy explores the integration of the fields of analytics, management science, information technology, statistics, and strategic management to result in strategic analytics for informing managerial decision-making. In particular, students in this course learn how quantitative and qualitative information are used to make strategic business decisions. Students also learn about the interdisciplinary nature of strategic business analytics and the appropriate tools and methods, including structured and unstructured data, to inform business decision-making and address strategic problems.

MBA 619 Operations Management. (3 Credits)

MBA 619 Operations Management examines the concepts, principles, issues, and practices of managing business operations. This course emphasizes the managerial perspective of effective operations in both goods-producing and service-delivering businesses. Topics covered in this course include operations decision-making, systems design and

capacity, facility location and layout, materials management, and scheduling and controlling production activities.

MBA 625 Applied Statistics for Business Decisions. (3 Credits)

MBA 625 Applied Statistics for Business Decisions explores techniques and methods to translate statistical output correctly to aid evidence-based business decision-making. This course helps students, with or without a statistics background, to evaluate problems in a structured manner and equips them with tools to better analyze uncertainties that pervade and complicate business processes. Moreover, students learn statistical ideas applicable to managers by covering two basic themes: first, recognizing and describing variations present in business environments, and second, modeling and making decisions in the presence of these variations.

MBA 655 Global Customer Relationship Management. (3 Credits)

MBA 655 Global Customer Relationship Management explores the global customer relationship management (CRM) perspective. In this course, students learn how CRM can be utilized to increase customer orientation level, product quality, customer satisfaction, and customer retention. This course also covers global efficiencies through CRM and the methods and tools for successful and evidence-based CRM to increase organizational competitiveness in global markets.

MBA 667 Entrepreneurship. (3 Credits)

MBA 667 Entrepreneurship seeks to provide a deeper understanding of the entrepreneurship phenomenon as a fundamental value to businesses, governments, and society at large. In this course, students learn about entrepreneurship theory and significant academic research. This course also covers the field's most important areas of focus, including individuals, teams, and organizations engaging in entrepreneurship and their regional, national, and international impact.

MBA 673 International Corporate and Business Law. (3 Credits)

MBA 673 International Corporate and Business Law examines salient international laws that govern corporate and business operations. Students also learn the corporate and business roles within the international legal order and international lawmaking, particularly how corporate methods, motivations, and regulatory demands augment or challenge the underlying foundations of international law. Attention is given to the harmonization between different national legal systems to facilitate cross-border exchange to further international law's claim to universality.

MCA 500: Operating Systems. (3 Credits)

MCA 500 Operating Systems is a course that is delivered in two parts. The first part explores software development design, quality, metrics, and maintenance, while the second part examines the nature of

operating system design and implementation, emphasizing UNIX. Through this course, students learn about operating systems, the most important computer software system. Students also learn best practices and evidence-based approaches to developing successful software.

MCA 510 Information Technology Management. (3 Credits)

MCA 510 Information Technology Management examines evidence-based approaches to managing information technology (IT) resources within the broader perspective of information system management. Students learn the appropriate IT governance, including technological resources and procedures to manage IT effectively. Students also learn about urbanization methods to help the manager take stock of the different organization levels of an IT system and their coherence. This course also covers topics on IT alignment to contribute to an organization's strategy significantly.

MCA 525 I.T. Project Management (3 Credits)

MCA 525 I.T. Project Management focuses on the Project Management Institute's (PMI's) project management body of knowledge (PMBOK) and its application to information technology (I.T.) projects. Students also learn to apply PMBOK to the process-oriented project management lifecycle sequence. Moreover, students explore the techniques and cases of I.T. project management, along with emergent issues and how to address them using project management concepts and techniques. (Formerly MCA 525 Project Management)

MCA 600 Computer Organization and Architecture. (3 Credits)

MCA 600 Computer Organization and Architecture explores the structure and functions of the components of a contemporary computer system. This course uses the problem-solving approach to help students identify and address issues pertinent to computer organization and architecture. Topics covered in this course are a brief history of electronic computers, number systems and codes, fixed point arithmetic, floating point arithmetic, decimal arithmetic, ALU Design, control unit, control unit configurations and design, memories, buses, input and output devices and I/O modes, microprocessors, microcontrollers, and embedded systems.

MCA 620 Technical Writing. (3 Credits)

MCA 620 Technical Writing prepares students to produce precise, concise, organized, technical documents based on complex information. Through this course, students learn writing competencies by analyzing technical documents' target audience, tone, and purpose.

Students also learn all the writing components in the workplace context to effectively disseminate information.

MCA 625 Information Technology and the Law. (3 Credits)

MCA 625 Information Technology and the Law the legal challenges that arise in relation to information technologies. This course teaches students about new information technology (IT) developments relative to preexisting legal provisions, categories, and regimes. This course also covers the legalities arising from delegating responsibilities to technologies and how to legally cope with the emergent technological power.

MCA 630 Theoretical Computer Science. (3 Credits)

MCA 630 Theoretical Computer Science examines the fundamental ideas of computation and complexity. This course delves into abstract concepts that can be turned into programs that run on real computer systems and address critical real-world problems. Students learn about the foundations of the computer science discipline, particularly the science and mathematics of computation. Students also learn logic and discrete mathematics tools to explore the complexity of problems, the scope and limits of computation, and the fundamental attributes of algorithms.

MCA 640 Database Management. (3 Credits)

MCA 640 Database Management explores database management systems, which are fundamental tools for managing information. In this course, students learn the principles of design and functions of Relational Database Management Systems (DBMS), data models, relational algebra, SQL fundamentals, transaction processing, concurrency control, recovery techniques, query processing, and warehousing.

MCA 645 Cloud Computer Theory and Practice. (3 Credits)

MCA 645 Cloud Computing Theory and Practice explores cloud computing, information on security and privacy, and the theories underpinning them. In this course, students develop practical knowledge about cloud computing through case studies. Topics covered in this course include cloud computing architectures, virtualization technology in the cloud, advanced cloud applications, enterprise cloud computing, and cloud computing issues and how they can be resolved.

MCA 650 Introduction to Cybersecurity. (3 Credits)

MCA 650 Introduction to Cybersecurity examines the issues affecting cyberspace and cybersecurity today. In this course, students learn about the necessary infrastructure and capabilities to plan their own cyberspace and cybersecurity expertise in a lifelong learning mode. This course covers vulnerabilities in information systems and organizations, risks in information systems infrastructure, secure information systems, cybersecurity, and the CIO, building a secure organization, intrusions and defense, cyberspace and the law, and digital currencies.

MCA 654 Introduction to Parallel Computing. (3 Credits)

MCA 654 Introduction to Parallel Computing introduces students to foundational knowledge of parallel computing. Through this course, students develop the skills to think in terms of parallelism and understand how parallel algorithms are written and analyzed. Students also learn each layer of parallelism and explain how it is implemented to gain an understanding of parallel computing. Other topics covered in this course include the architecture of parallel computers, interconnection topologies, parallel and graph algorithms, parallel sorting and searching, parallel operating systems, basic data structures, and parallel computing models.

MCA 655 Strategic Information Technology. (3 Credits)

MCA 655 Strategic Information Technology explores how information technology (IT) is organizationally positioned as an effective strategic driver. Students learn about the challenges posed by various ways of positioning and the implications of how these challenges are resolved. Moreover, students learn the strategies that effective chief information officers (CIOs) use to address these challenges and strategically position IT. Overall, this course teaches how IT is harnessed to facilitate competitive advantage.

MCA 669 Information Technology Ethics. (3 Credits)

MCA 669 Information Technology Ethics focuses on human interactions with information technology (IT) that could derive ethical implications. In particular, this course examines the ethical issues related to IT development and use and how these ethical issues can be resolved. Students also learn the challenges that IT poses to traditional philosophical and ethical concepts.

MCA 675 Fundamentals of Artificial Intelligence (3 Credits)

MCA 675 Fundamentals of Artificial Intelligence examines the people, ideas, methods, machines, and outcomes in artificial intelligence (AI) technology. In particular, this course emphasizes the role of people in AI, particularly people's ideas that become methods represented by algorithms, heuristics, procedures, or systems that are the backbone of computation. This course also covers the production of machines (programs) called "outcomes" and their value, effectiveness, and efficiency measurements.

MENG 600 Project Cost Management. (3 Credits)

MENG 600 Project Cost Management examines project cost management from the broader perspective of project planning, scheduling, monitoring, and control in relation to time and risk. In particular, the course emphasizes project costing and its intersections with time and risk and, accordingly, cost management through planning, scheduling, monitoring, and control. Through this course, students learn about financial strategies and cost management best practices for successful projects, highlighting estimating, budgeting, and cost control.

MGT 501 Business Ethics. (3 Credits)

MGT 501 Business Ethics explores various ethical dilemmas in business globally and the foundations for decisions to resolve these ethical issues. As a post-graduate course, MGT 501 adopts a critical perspective that questions how businesses behave amidst rapidly evolving economic times. Students learn the critical perspectives about the moral acceptability of a whole range of business practices that have contributed to or are associated with large-scale dilemmas such as financial crises and the behavior of actors during such events.

MGT 538 : Strategic Decision-Making. (3 Credits)

MGT 538 Strategic Decision-Making is an advanced course on strategic decision-making, examining some of the most critical areas of interest in business decision-making amidst uncertainties. This course adopts the organizational-cognitive view of making decisions. Students learn about strategic decision-making, managerial biases, intuition, sensemaking, and strategic change.

MGT 571: Business Strategy and Sustainability. (3 Credits)

MGT 571 Business Strategy and Sustainability uses an integrated management approach to integrate sustainability into business strategy and management practices. In this course, students explore the strategic value of sustainability and how it leads to dynamic performance improvement. Through the integrated management approach, students gain opportunities to rethink business functions,

strategies, and systems dynamics to create value while attaining competitive advantage.

MGT 600 Corporate Social Responsibility. (3 Credits)

MGT 600 Corporate Social Responsibility explores corporate social responsibility (CSR), which entails examining whether businesses should serve the interests of diverse stakeholders rather than focus on generating stockholder wealth. Moreover, this course emphasizes the potential of CSR, if properly implemented, to make economic markets more transparent, efficient, and effective in serving societal interests.

MGT 632: Business Taxation. (3 Credits)

MGT 632 Business Taxation examines taxation from policy, legal, and administrative perspectives. This way, students obtain a balanced view of rights and obligations connected with the levying of taxes. This course does not refer to a specific legal system but explores the fundamental considerations beyond the boundaries of any tax system while emphasizing that taxation is always rooted in a legal regime, policy considerations, and administrative practice. As such, in this course, students learn about business taxation beyond technical circles and eventually apply what they have learned to their studies, employment, and/or their own businesses.

MGT 641: Enterprise Risk Management. (3 Credits)

MGT 641 Enterprise Risk Management is an advanced course delving into enterprise risk management (ERM), the integrated process of identifying, assessing, and managing overall organizational risks. Through this course, students learn the broader framework for managing risk and implementing ERM while maximizing shareholder value in today's complex business environments. By studying selected case studies on ERM, students also learn executive-level policies and processes that are strategic in nature and designed to address the most threatening risks.

MGT 648 Multicultural Leadership. (3 Credits)

MGT 648 Multicultural Leadership explores the theories, models, and techniques for organizational leadership in multicultural work settings by emphasizing the requisite multicultural awareness, knowledge, and skills. In this course, students explore the key dimensions of multicultural identity, constructive leadership practices in a multicultural society, and identity and leadership practices as they relate to dilemmas that arise in a multicultural workplace.

MIR 500 International Relations and Sustainable Development. (3 Credits)

MIR 500 International Relations and Sustainable Development examines international relations in relation to sustainable international

development. In this course, students learn the sociopolitical dynamics of global developmental and environmental affairs based on established theories, models, and frameworks about government objectives, civil society activism, and societal expectations in sustainable international development for the next generation. This course covers the evolving roles of the state, capital, citizens, and civil society in sustainable development; security, mobility, and geopolitics; and vulnerability and adaptation to environmental change.

MIR 503 International Conflict Analysis and Resolution. (3 Credits)

MIR 503 International Conflict Analysis and Resolution examines international conflict resolution methods and theories emphasizing peaceful societies. Students learn how these societies resolve the same kinds of problems that confront people everywhere yet manage their conflicts without resorting to violent behavior. This course explores the forms of conflict resolution and socialization that promote peaceful interaction, beliefs that favor nonviolence over aggression, and attitudes and perceptions about violence that prevent its establishment as a social norm.

MIR 517 International Relations in Global Issues. (3 Credits)

MIR 517 International Relations in Global Issues examines the most pressing global issues confronting humanity today and the role of international relations (IR) in addressing them. In this course, students make sense of the seemingly intractable challenges threatening human life and the planet that sustains humanity. This course covers emerging issues and opportunities stemming from technology, innovation, and the unintended consequences of human action, inaction, interaction, and ingenuity, as well as how IR can help shape a new global agenda for addressing these issues.

MIR 525 Foreign Policy Analysis. (3 Credits)

MIR 525 Foreign Policy Analysis examines how political leaders craft foreign policy through foreign policy analysis (FPA), which utilizes different theoretical frameworks and research strategies. In particular, this course explores FPA in different countries and regions, such as North America, the European Union, the Arab World, African States, Latin America, China, India, and Japan. This course emphasizes human decision-makers, and accordingly, FPA is grounded in agent-oriented theory.

MIR 530 Statecraft and Diplomacy. (3 Credits)

MIR 530 Statecraft and Diplomacy explores the historical influences on statecraft and diplomacy. Through this course, students examine how diplomacy works and apply statecraft methods and international relations (IR) strategies. Moreover, students learn about the course of American statecraft over the last century, emphasizing historical



knowledge, insights, lessons, analogies, and narratives that permeate how the United States interacts with the world.

MIR 609 International Relations and Geopolitics. (3 Credits)

MIR 609 International Relations and Geopolitics examines the integration of international relations (IR) and geopolitics to produce a mutually beneficial, scholarly, rewarding, and fruitful approach to studying IR. Through this course, students learn how IR and geopolitics interact with one another to address pressing global issues that include energy, the environment, and the world economy. Students also learn to apply IR and geopolitics to analyze the state of world politics and the foreign policy of nations and other territorially embedded actors within the world today.

MIR 613 International Organizations. (3 Credits)

MIR 613 International Organizations examines international organizations (IOs) involved in global social governance. Through this course, students learn about IO involvement in a particular social policy field and, in particular, the dominant IOs setting the trends in the field. Moreover, this course also tackles the discourses within and between these IOs on the respective social policies. By examining the population of IOs and their discourses in different policy fields, students gain insights into different projects in global social policy fields.

MIR 638 Global Terrorism and Counterterrorism. (3 Credits)

MIR 638 Global Terrorism and Counterterrorism examines the origins and motivations of terrorism based on theoretical understandings of individual and group behavior. In this course, students learn the impacts of terrorism on individuals and communities, along with strategies for preventing, deterring, mitigating, and responding to terrorist threats.

MIR 640 International Law and International Relations (3 Credits).

MIR 640 International Law and International Relations examines the role of international law in international relations (IR), largely to demystify the operation of international law today. This course highlights the natural law origins of international law, how international law touches entities beyond the state, and the sense that international law provides the vocabulary for IR. In this course, students also learn the relationship between international and domestic law and politics, and the tensions that might exist between IR and international law in areas such as human rights, environmental concerns, and armed conflicts.

MIR 655 Human Rights in the Global Society (3 Credits).

MIR 655 Human Rights in the Global Society examines human rights against the backdrop of a diverse global society to shape a common sense of humanity. This course emphasizes how inalienable human rights can and must be legally and morally asserted within a global network of relationships, regardless of place of birth, economic and

cultural conditions, sexual orientation, political beliefs, and so forth.

MIR613 International Organizations (3 Credits).

This course will enable students to gain understanding of the major theoretical and empirical aspects of the role of international organizations in international politics. Attention will be given to the impacts of international organizations on international cooperation and conflict; international peace and security; and the management of international economic relations.

MKT 100: Introduction to Marketing. (3 Credits)

MKT 100 Introduction to Marketing is a foundational course in marketing theory, methods, applications, and tools. In this course, students learn the key elements of marketing and their historical development, how various aspects of marketing contribute to firm performance, the activities of successful marketers, and how the discipline of marketing may develop in the future. Students also learn to understand and connect with customers to ensure satisfaction through effective marketing strategies.

MKT 115 Real Estate Capital Markets. (3 Credits)

MKT 115 Real Estate Capital Markets explores topics and issues pertinent to real estate capital markets. Emphasis is given to mortgage-backed securities (MBSs) and real estate investment trusts (REITs). The course also covers basic equilibrium asset pricing and modern portfolio theory. This course is designed to provide students with an elementary introduction to public capital real estate, as well as how markets value capital investments.

MKT 203 Marketing Strategy. (3 Credits)

MKT 203 Marketing Strategy is an advanced course that integrates knowledge of market and competitor analysis with strategic business approaches to give companies superior performance in sales growth, market share, and profit. This course is designed to introduce students to different aspects of strategic marketing that include organizational strategy, segmentation and targeting, competitive and life-cycle strategies, and the use of a range of marketing tools to achieve competitive advantage. Students will learn to apply theoretical foundations to the real world.

MKT 215: Operations Strategy. (3 Credits)

MKT 215 Operations Strategy examines theories, methods, and tools to enable a firm to link operations with strategy to fulfill organizational objectives. This course emphasizes operations management processes and service provision to produce the results that customers or clients

seek. Students also critically analyze the significant challenges that firms encounter when formulating operations strategy and how these challenges can be surmounted.

MKT 275: Entrepreneurial Marketing. (3 Credits)

MKT 275 Entrepreneurial Marketing examines the temporal and spatial dimensions of entrepreneurial marketing in the context of small- and medium-sized enterprises (SMEs) to address differences in marketing operations. Through this course, students learn the marketing strategies that successful entrepreneurs and SMEs adopt and how lessons learned might be transferred to new situations.

MKT 306: Introduction to Pricing. (3 Credits)

MKT 306 Introduction to Pricing explores the concept of pricing advantage and provides students with a practical pricing guide to translate pricing theory into bottom-line impact businesses. Through this course, students learn a logical and structured approach for identifying where the most precious sources of untapped pricing opportunity reside in a business, along with practical case studies on capturing and sustaining that opportunity.

MKT 307 Listening to the Customer (3 Credits).

The Listening to the Customer course deals with the customer, with emphasis to qualitative methods (focus groups, interviews, focus groups, survey, voice of the customer) as well as quantitative methods (sampling, execution of survey, interpretation of quantitative data, factor analysis, conjoint analysis).

MKT 309: Patents, Copyrights, and Intellectual Property Law. (3 Credits)

MKT 309 Patents, Copyrights, and Intellectual Property Law critically examines the fundamental concepts of intellectual property (IP) law in the United States, emphasizing copyrights and patents. In this course, students learn the roles that copyright, patent, and trademark play in cultural, economic, and political lives, illuminating the hidden strings connecting these laws to the experience of everyday life, including in business.

MKT 403: Early-Stage Capitalization. (3 Credits)

MKT 403 Early-Stage Capitalization explores investment decisions in long-term assets, emphasizing capital budgeting decisions, which serve as the foundation of financial management. Through this course, students learn how to make efficient capital budgeting decisions in managing the early-stage capitalization of a business. This course also



covers technical approaches to business capitalization to help students learn both the theory and practice of capital budgeting in a business organization.

MKT 409 Global Markets. (3 Credits)

Building on the basics of marketing, this course provides an introduction to the context of the highly globalized environment. It critically examines the social, cultural, financial, political, legal, and geographic facets of the globalized marketplace. Students will use qualitative and quantitative methodologies to assess the integration and effects of globalization in marketing strategies and programs. This course also explores opportunities and challenges associated with marketing across borders as well as the relationships between global marketing and global business strategy.

MKT 411: Negotiation and Conflict Management. (3 Credits)

MKT 411 Negotiation and Conflict Management examines evidence-based strategies and techniques of mutuality in negotiations as the way forward in resolving and managing conflicts. This course teaches students how to model, adopt, and inspire mutual satisfaction in negotiations to achieve win-win outcomes. This course also covers the requisite hard skills in negotiating needed to develop and implement strategies during conflicts and soft skills that facilitate cultivating positive and productive relationships amidst conflict negotiations.

MKT 505: Marketing Research. (3 Credits)

MKT 505 Marketing Research explores the crucial concepts and methods used in marketing research to allow students to understand the application of methodological tools to solve real-world business problems. In this course, students learn about the appropriate design, execution, and interpretation of marketing research. Topics covered in this course include secondary research and data mining, Internet marketing research, qualitative and exploratory research, statistical analysis, and marketing research ethics.

MKT 623: Services Marketing. (3 Credits)

MKT 623 Services Marketing explores the management of services marketing, emphasizing the unique opportunities and challenges associated with marketing intangible products. Through this course, students learn about the important issues confronting service providers and the successful implementation of a customer focus in service-based markets and businesses. This course covers an overview of services marketing, assessments and metrics for services, management styles and emphasis for services marketing, services marketing for for-profit and non-profit organizations, and services marketing issues.



MKT 635: Digital Marketing Management & Analytics. (3 Credits)

MKT 635 Digital Marketing Management & Analytics is a skills-based course that provides a detailed overview of the ins and outs of executing digital marketing at a strategic level. Through this course, students learn to reframe and rethink organizations so that digital marketing is integral to operations. Students also learn about the requisite people skills for building a digital marketing organization and the essential elements of digital marketing in the organization, including data analytics.

URES 499 Capstone Project for Undergraduate Studies (3 Credits).

This course is specifically designed to bring out the best work possible for undergraduate students. This would exhibit and culminate the different experiences that the student has acquired for the year. This would encompass all of what they have learned while relating societal, ethical, and environmental impacts for their work.



School of Philosophy and Religion



Welcome to the School of Philosophy and Religion

Charisma University's School of Philosophy and Religion explores the nature of the real world, foundations of human values and basis for human reasoning. This program format allows students to approach these issues by embarking upon a study of historical literature and contemporary developments. We are a Christian institution that welcomes students of all faiths interested in the study of Western and Eastern religious traditions and how they have become major influences on all civilizations. Charisma University's philosophy and religion courses are ideal for students who are seeking to develop and improve writing and analytical skills relevant to religious and philosophical discourse. Students of philosophy and religion eventually become more self-aware and more conscious of the world around them. This program provides the opportunity to learn principles of existence and ultimately climaxes to the application of these principles to human concerns. Moreover, the study of philosophy and religion assists students in developing multiple skills, such as the ability to reason clearly, derive what is essential from large amounts of information and comprehend and analyze complicated texts.

Sincerely,

Dr. Jufang Tseng

Dean, *School of Philosophy and Religion*

Master of Arts (M.A.) in Philosophy

The Master of Arts Philosophy at Charisma University is tailored for individuals with postgraduate experience or substantial work experience in higher education. This program focuses on developing independent research skills, enabling candidates to explore and contribute to various academic fields within higher education.

Research areas span a wide range, including teaching and learning, assessment, curriculum development, technology-enabled learning, academic leadership, and policy management in higher education. This program is particularly beneficial for professionals in higher education who are advancing towards or currently hold leadership roles, offering them the tools and insights to lead and innovate in the sector.

Program Learning Outcomes

- Develop highly skilled critical thinking and analysis abilities.
- Expertly discuss concepts of right, wrong, good, and bad.
- Demonstrate a clear understanding of moral principles and their practical application in everyday life.
- Acquire the ability to read and interpret philosophical texts.
- Extract specific topics within relevant larger philosophical contexts.
- Proficiently write philosophical essays with coherent theses and compelling supporting arguments.
- Use conceptual frameworks, including epistemological, ethical, metaphysical, and other philosophical specializations.

Foundation Courses (24 Credits)

Students must complete all the required foundation courses. Each course values as three (3) credit.

MPhil 500 Epistemology
MPhil 510 Atheism
MPhil 525 Philosophy of Religion
MPhil 536 Ethics and Moral Philosophy
MPhil 543 Social Philosophy
MPhil 555 Metaphysics
MPhil 565 Political Philosophy
MPhil 570 Existentialism

Thesis (6 Credits)



Students must complete the thesis course from below. This course is valued as 6 Credits.

GRES 690 Master's Thesis

Electives (6 Credits)

Students must complete two courses from electives. Each course values as three (3) credit.

M.Phil 571 History of Western Philosophy

M.Phil 580 Philosophy of Law

M.Phil 600 Philosophy of Anthropology

M.Phil 615 Symbolic Logic

Total Credits required for Master of Arts (M.A.) in Philosophy is 36 Credits.

Doctor of Philosophy (Ph.D.) in Theology

The Doctor of Philosophy in Theology introduces students to Christian Theology, covering its content, context, divisions, and subfields such as Practical Theology, Doctrine, Church History, and Biblical Studies. This program provides a comprehensive overview of the New and Old Testaments, their history of study, and the general association between Christian Theology and religious studies. It concludes with an exploration of Christian Theology's role in the modern world and its intricate relationship with ethics.

Program Learning Outcomes

- Identify the fields in Theology and articulate the reasons for its study.
- Explain how Christian Theology influences the modern world and contributes to its diversity.
- Assess ethical issues linked with Christian Theology.
- Define theology, elucidating its function and purpose.
- Explain the correlation between belief, theology, and faith.
- Describe different perspectives within Theology and evaluate their implications on modern society.

Course Outlines (48 Credits)

PhDTh 800 Systematic Theology (4 Credits)

PhDTh 811 Theology of Catholic Marriage (4 Credits)

PhDTh 817 Jewish Theology (4 Credits)

PhDTh 823 Moral Theology (4 Credits)

PhDTh 834 Catholic Theological Ethics (4 Credits)

PhDTh 845 Catholic Education & Catechesis (4 Credits)

PhDTh 850 Virtue Ethics Studies (4 Credits)

PhDTh 861 Theology and Culture (4 Credits)

PhDTh 866 Theological Anthropology (4 Credits)

PhDTh 872 Hindu-Christian Theology (4 Credits)

PhDTh 875 Judaism (4 Credits)

PhDTh 938 Doctoral Seminar in Research Methods (4 Credits)

Comprehensive Examination (1 Credit)

Students intending to pursue doctoral degrees must take and pass a comprehensive examination after they have completed their non-dissertation courses. This requirement is a prerequisite of the dissertation courses. One of the purposes of this examination is to sufficiently assess students' full knowledge on the dissertation title they wish to research.



Dissertation Courses (14 Credits)

The following courses in dissertation are all required for graduation Doctor of Philosophy (Ph.D.) in Theology Program. Dissertation must be taken when all the non-dissertation courses are completed. No more than one dissertation course should be taken per session. [Dissertation Guidelines](#)

PhDTh g60a Dissertation - Practical Research I (Proposal)

PhDTh g60b Dissertation - Practical Research II (Review of Related Literature & Methodology)

PhDTh g60c Dissertation - Practical Research III (Data Collection & Analysis)

PhDTh g60d Dissertation - Practical Research IV (Dissertation complete and Oral Defense)

Each non-dissertation and dissertation course is valued as 4 credits with the exception of dissertation complete and oral defense which is valued as 2 credits; comprehensive examination is valued as 1 credit. Total Credits required for Doctor of Philosophy (PhD) in Theology is 63.



School of Philosophy and Religion Course Descriptions

GRES 690 Masters Degree Thesis:

This course, designed for the Master's degree program, emphasizes the integration of practical engagement and research-oriented activities. The goal is to provide a solid foundation for the thesis project, which is integral to obtaining the students' degrees.

M.Phil 500 Epistemology:

M.Phil 500 Epistemology examines the history and concepts of epistemology while simultaneously challenging students to participate actively in its ongoing debates. Through this course, students learn to analyze theories of knowledge, starting with classical problems and paying attention to Descartes. This course also delves into the more contemporary revolutions against the classical approach to epistemology to encourage students to form their conclusions about such debates.

M.Phil 510 Atheism:

M.Phil 510 Atheism examines the philosophical facets of atheism from historical and contemporary perspectives. This course teaches students the explicit, constructive, and comprehensive conversation between philosophy and atheism to understand how atheist thought intersects with ideas and positions from different philosophical and theological sub-disciplines. Moreover, students also learn the foundational issues and persistent controversies that underpin philosophical thought about atheism to understand better the major developments in the history of philosophy and their impacts on the modern atheistic worldview.

M.Phil 525 Philosophy of Religion:

M.Phil 525 Philosophy of Religion explores the fundamental distinctions between philosophy and religion and the meaning of a philosophy of religion. Through this course, students critically analyze the various philosophical concepts, positions, issues, and controversies in religion. Topics covered in this course include arguments about the existence of God, God and morality, religious experience and belief in God, arguments against belief in the existence of God, the problem of evil, God and life after death, miracles, revelation, prayer, and rationality without evidence.

M.Phil 536 Ethics and Moral Philosophy

M.Phil 536 Ethics and Moral Philosophy delves into the philosophical questions of how humanity should live and act and how people might live. Through this course, students find the answers to these questions beyond intuitive responses to focus instead on clear and consistent

answers based on ethics and moral philosophy. In the process, students learn about ethical living from the moral philosophies of Aristotle, Spinoza, Kant, Mill, Nietzsche, and Levinas. (Formerly M.Phil 536 Ethics)

M.Phil 543 Social Philosophy:

M.Phil 543 Social Philosophy is an advanced-level course exploring key issues in social philosophy. Through this course, students learn the procedural means through which philosophical deliberations shed light on such issues, some of which are highly controversial and persistent. In particular, this course delves into the appropriate theories and constructive thinking so students learn a quantitative approach to addressing social philosophy issues from a moral perspective.

M.Phil 555 Metaphysics:

M.Phil 555 Metaphysics delves into philosophical questions about what exists and what existing things are like in their fundamental features and interrelationships. In this course, students learn about metaphysics, its methods, and its historical development over time, emphasizing the scholarship of prominent philosophers. Topics covered in this course include truth and the grounds of truth, causation and powers, properties, particulars, composition, the passage of time, continuity and persistence, and select applications of metaphysical analyses.

M.Phil 565 Political Philosophy:

M.Phil 565 Political Philosophy explores classic and contemporary texts to understand central questions and persistent debates in political philosophy concerning matters such as the state, democracy, liberty, and justice. In particular, this course delves into real political debates to show how philosophy sheds light on those debates. Moreover, students learn the reasons people give for claiming that political positions are good, right, or true and critically analyze whether the reasons they give are good ones.

M.Phil 570 Existentialism

M.Phil 570 Existentialism explores existentialism from the perspective of philosophy by examining the major themes in the works of Heidegger, Sartre, Merleau-Ponty, and de Beauvoir. Particular emphasis is placed on the shared concerns and disagreements between the major philosophers. Through this course, students critically analyze existential themes, including freedom, death and mortality, phenomenological experiences and moods, authenticity and responsibility and the denigration of their opposites, and the rejection of any external determination of morality or value.

M.Phil 571 History of Western Philosophy:

M.Phil 571 History of Western Philosophy explores the rise of modern Western philosophy. In particular, this course examines the fundamental questions of what exists and how we can know about it, the nature of humanity, truth, and meaning, the place of God in the universe, how we should live, and how society should be ordered. This course traces the development of these themes through the discourse of great thinkers at the time when modern Western philosophers were emerging. (Formerly M.Phil 571 History of Philosophy (Ancient, Modern, and Contemporary))

M.Phil 580 Philosophy of Law

M.Phil 580 Philosophy of Law explores two key themes in the philosophy of law: the relationships between the factual and the normative and between substance and method. In this course, students learn debates about the possibility of detachment in both substance and method, and the subtle relations between them – debates that have informed a substantial amount of theorizing in legal philosophy during the last century. Topics covered in this course include the theory of law, social rules at the foundations of law, the normativity of law, the role of morality in law, and the language of law.

M.Phil 600 Philosophical Anthropology

M.Phil 600 Philosophical Anthropology examines the deeper structures of being human and demonstrates how, through philosophical questioning, such structures can be appropriated and made meaningful by individual human beings. In this course, students learn how human beings face the challenge of a rapidly changing technological world by reactivating perennial human existential structures relegated on the back burner, including love, the divine, and the very search for meaning itself. (M.Phil 600 Philosophy of Anthropology)

M.Phil 615 Symbolic Logic

M.Phil 615 Symbolic Logic explores concepts, techniques, and topics involved in deductive reasoning. In particular, this course teaches students the concepts, derivation rules, and proof strategies used in symbolic logic, emphasizing classical propositional and predicate logic. Moreover, students learn translation both from formal language into English and from English into formal language, how to use truth trees and truth tables to test propositions for logical properties, and how to construct and strategically use derivation rules in proofs.

PhDTh 800 Systematic Theology

PhDTh 800 Systematic Theology examines systematic theology from a Trinitarian perspective, shedding light on other key doctrines-from

prolegomena to eschatology and theological ethics. In this course, students learn about systematics from various theological traditions and geographical locations, allowing them to approach all facets of the faith from a self-consciously Trinitarian perspective. Topics covered in this course include the prolegomena, the Trinity in the Hebrew Scriptures, the relevance of the 'eternal' Trinity, sin and grace, the sinlessness of Jesus, the Trinity and the Church, and sacramental theology.

PhDTh 811 Theology of Catholic Marriage

PhDTh 811 Theology of Catholic Marriage explores the sanctity and permanence of marriage as well as the Catholic ministry for love and compassion of Christ to those traumatized by the experience of marital breakdown. In this course, students learn about the theology of the bond of marriage and its limitations that constrain Catholic Church officials' solutions to granting annulments. Topics covered in this course include Catholics adjusting to marital breakdown, the theological history of matrimony, pastoral options, opinions of the clergy, irregular marriage situations, and the Rite of Christian Initiation of Adults.

PhDTh 817 Jewish Theology

PhDTh 817 Jewish Theology examines how biblical theology and the Jews approximate each other, emphasizing a Jewish biblical theology. In this course, students learn about Jewish Bible theology as a subdiscipline of biblical studies, independent from Christian theology, and explore the Bible/Old Testament and its various themes from a Jewish theological perspective(s).

PhDTh 823 Moral Theology

PhDTh 823 Moral Theology explores the historical development of Catholic moral theology in the United States, from its 19th-century roots to the 21st century. This course's starting point is pre-Vatican II moral theology that, except social ethics, sought to identify sinful actions and the degree of sinfulness. Through this course, students also learn about moral theology during the post-Vatican II era, focusing on the effect of the Council on the scope and substance of moral theology, the impact of *Humanae vitae*, Pope Paul VI's encyclical condemning artificial contraception, fundamental moral theology, sexuality, and marriage, bioethics, and social ethics.

PhDTh 834 Catholic Theological Ethics

PhDTh 834 Catholic Theological Ethics examines the connected themes of Catholic moral theology and Catholic sexual and marital ethics. In this course, students learn the revisionist and traditionalist views of Catholic theological ethics to find contemporary answers to ancient ethical problems. Students also learn the appropriate ethical theory in alignment with theological models, shifting from a classicist to a historically conscious worldview endorsed by the Roman Catholic Church when seeking solutions to ethical dilemmas.

PhDTh 845 Catholic Education & Catechesis

PhDTh 845 Catholic Education & Catechesis examines the systematic and instructive processes in the forms of Catholic education and catechesis and how they contribute to educating in faith. Through this course, students also learn the contemporary philosophies of Catholic education, intersecting the substantive boundaries of education, religious studies, philosophy, and theology to ultimately analyze these philosophies and reinvigorate the authentic aspects of the Catholic educational endeavor.

PhDTh 850 Virtue Ethics

PhDTh 850 Virtue Ethics examines the history of virtue ethics from Aristotle to Nietzsche and the ideas of such contemporary writers as Ricoeur and Levinas. Through this course, students learn the major themes dealt with by moral theory and how a virtue ethics approach to them differs from those of other traditions. This course also covers practical problems of moral complexity, such as abortion, euthanasia, and integrity in politics, and how they might be approached from a virtue perspective.

PhDTh 861 Theology and Culture

PhDTh 861 Theology and Culture explores the roles of theology and the churches in contemporary culture, emphasizing identity and attention. Through this course, students learn that a practical theological engagement is needed if churches are to understand their situation in the modern world, thereby enabling them to engage more confidently with society. This course draws from various perspectives in the



theology-culture debate, as well as from case studies in the USA and Europe.

PhDTh 866 Theological Anthropology

PhDTh 866 Theological Anthropology explores what it means to be a human being in relation to God. Through this course, students learn traditional theological perspectives on the human person and how contemporary cultural, political, and scientific developments currently challenge these perspectives. Moreover, students critically analyze the works of Roman Catholic theologians from different sub-disciplines to engage with and respond to the resulting tensions in theological anthropology, with a particular focus on the themes of nature, self, and relationality.

PhDTh 872 Hindu-Christian Theology

PhDTh 872 Hindu-Christian Theology explores how constructions of Hinduism and Christianity have emerged in the interactions between them from the theology perspective. In this course, students learn how the encounters between two groups highlight what might remain unremarkable in other contexts. Moreover, students also learn how the force of attraction, particularly curiosity, mutual interest, and even love, also draws Hindus and Christians to develop mutual understanding in one another's company.

PhDTh 875 Judaism

PhDTh 875 Judaism allows students to engage with Judaism, its theology, doctrines, divisions, and contemporary conditions. In particular, this course delves into Judaism's principal doctrines and explores the more essential forms of modern and contemporary Judaism, highlighting topics of specific interest in contemporary Judaic life. This way, students learn the focal points of an ancient and contemporary religion, defining a context in which diverse texts and facts of Judaism fit and make sense.

PhDTh 938: Doctoral Seminar in Research Methods

PhDTh 938 Doctoral Seminar in Research Methods is designed for doctoral students seeking to enhance their research competencies from methods courses, particularly in the social sciences (including theology) and the humanities (including philosophy). Through this course, students



learn the appropriate methods and designs and issues that might emerge during their dissertation process, from the proposal stage to the oral defense stage.

Comprehensive Examination (1 Credit)

At the successful completion of the core and elective courses, a doctoral student must take and pass a comprehensive examination to advance to doctoral candidacy. The overarching purpose of the Comprehensive Examination course is to evaluate students' full knowledge of the dissertation topic they wish to research and defend.



School of Psychology and Behavioral Sciences



Charisma University's School of Psychology and Behavioral Sciences presents students with the opportunity to earn a Master of Science, Doctor of Philosophy (Ph.D.) or Doctor of Psychology (Psy.D.) degree. It does so by employing cutting edge curricula and using innovative teaching methods administered by experienced professionals in the fields of psychology and psychoanalysis. The School of Psychology and Behavioral Sciences offers a variety of academic program options. These options include Behavior Analysis, Clinical Psychology, and the most unique of all, Psychoanalysis. While social scientists and scholars in humanities and cultural studies are becoming increasingly interested in the Psychoanalysis of culture and in the cultural analysis of Psychoanalysis, very few institutions of higher education provide an arena for such inter-disciplinary undertaking. Each of our program options strives to prepare students, through interdisciplinary study, for opportunities in scholarly research, teaching, or augmentation of professional practice. Charisma School of Psychology and Behavioral Sciences offers unique opportunities to its students. These include a wide choice of program options, flexibility of schedule, and a learning platform where students of all cultures and faiths can interact and learn from one another.



Master of Science (M.S.) in Psychology

The Master of Science in Psychology at Charisma University is a versatile program designed for graduate-level students from various undergraduate backgrounds. This program aims to develop and apply psychological theories and scientific methods in professional settings or as a foundation for further educational pursuits. Whether seeking career advancement or preparing for post-graduate studies, students will find the curriculum flexible and enriching.

Unique to our program is the option to include 'dual-credit courses,' which are doctoral-level courses that count towards both the master's degree and future doctoral studies, such as a Ph.D. or PsyD in Psychology. Students can take up to 15 credit hours of these courses. Additionally, the program allows for the transfer of up to 9 credit hours of post-graduate course credit from other universities, subject to the School Dean's approval.

The MS in Psychology at Charisma University is an ideal pathway for those aspiring to work in community agencies, healthcare, education, or social services, providing the necessary skills and knowledge to excel in these fields.

Disclaimer: It is the student's responsibility to check with their state or government licensing board that this program meets their licensure requirements before enrolling in it.

Program Learning Outcomes

- Prepare for professional careers in clinical, research, corporate, or educational psychology.
- Gain advanced understanding of historical and contemporary theories and concepts in psychology.
- Develop skills in research, writing, and application of psychological knowledge.
- Learn about various diagnostic and treatment modalities in psychology.

Course Requirements

For the Master of Science in Psychology degree, the student must select from the core courses listed below and elect either OPTION 1 (Master's Thesis) or OPTION 2 (Supervised Internship) to satisfy the 36-credit hour requirement.

Courses (30 Credits)

PSY 500 Development of Human Growth Psychology (3 Credits)

PSY 502 Psychology of Human Sexuality (3 Credits)

PSY 504 Psychopathology (3 Credits)

PSY 506 Child and Adolescent Psychopathology (3 Credits)



PSY 508 Marriage and Family: Theories and Therapies (3 Credits)
PSY 510 Professional Ethics in Psychology (3 Credits)
PSY 515 Psychopharmacology (3 Credits)
PSY 517 Child and Adolescent Psychopharmacology (3 Credits)
PSY 520 Psychological Interventions for Substance Abuse (3 Credits)
PSY 525 Psychological Assessment and Testing (3 Credits)
PSY 526 Psychology of Diversity (3 Credits)
PSY 530 Cross-Cultural Psychology (3 Credits)
PSY 540 Theories of Personality (3 Credits)
PSY 545 Health Psychology Human Physiology (3 Credits)
PSY 565 Clinical Psychology (3 Credits)
PSY 566 Advanced Research Methods in Psychology (3 Credits)
STAT 500 Psychological Statistics (3 Credits)
PSY 570 Social Psychology (3 Credits)
PSY 575 Cognitive Psychology (3 Credits)
PSY 580: Educational Psychology (3 Credits)
PSY 602 Psychology of Aging (3 Credits)
PSY 603 Group Therapy and Counseling (3 Credits)
PSY 604 Advanced Child Psychology (3 Credits)
PSY 610 Forensic Psychology (3 Credits)

Thesis or Internship (6 Credits)

For the Master of Science in Psychology degree the student must select from the core courses listed above and elect either OPTION 1 (Master's Thesis) or OPTION 2 (Supervised Internship) to satisfy the 36-credit hour requirement. Both options are valued as 6 Credits.

OPTION 1:

GRES 690 Master's Thesis (**valued as 6 credits**)

OPTION 2:

PSY 650S SUPERVISED INTERNSHIP (**valued as 6 credits**)

Total Credits required for Master of Science (MS) in Psychology is 36

Doctor of Philosophy (Ph.D.) in Psychology

The Doctor of Philosophy (Ph.D.) in Psychology at Charisma University is a research-intensive degree designed for candidates aspiring to careers in higher education, research, analysis, or clinical practice in both public and private sectors. The program offers four specializations: **Behavior Analysis, Behavioral Health, Clinical Psychology, and Psychoanalysis.**

This **64-credit** hour program includes core courses like Clinical Research Methods & Psychometrics and Doctoral Seminar in Research Methods, along with a Comprehensive Examination and a Dissertation. A practicum or graduate teaching seminar is also required. Candidates can choose electives from any college program to fulfil credit requirements.

Applicants with a Master's degree in any discipline are eligible, though those without a psychology background must complete three preparatory courses. Students holding a Master of Science in Psychology from Charisma University may receive up to 15 hours of dual credit towards the Ph.D. The program typically spans three years, but the duration can vary based on transfer credits and attendance frequency. Students aiming for state licensure in psychology-related fields should plan their course selection and internships according to state requirements.

Disclaimer: It is the student's responsibility to check with their state or government licensing board that this program meets their licensure requirements before enrolling in it.

Program Learning Outcomes

- Qualify as professional Psychologists or Psychoanalysts.
- Acquire professional training and clinical skills for roles in education or public/private clinical settings.
- Use a range of research-based techniques to address clients' unique needs in clinical psychology.
- Stay informed on contemporary research and analytical methods in psychology.
- Prepare for and successfully complete state licensing qualification examinations.

PROGRAM OPTIONS

Candidates must select one of three program options:

Behavioral Analysis

The program option in behavior analysis is designed to provide comprehensive training in that field of study. It is designed to stress the

development of specialized basic, applied, and theoretical interests surrounding the understanding of our human condition. As such, the aim is to provide a balance of basic, applied, and theoretical training. Goals of this program option include developing the ability to impart accumulated knowledge of behavior science to others, researching behavior for the development of new knowledge and understanding of our human condition, contribute to making the world a better place in which to live through knowledge development and research, and maintaining the high degree of professionalism associated with this particular career field. Mandatory courses for this program option include (DPSY 801) Behavioural Assessment and Intervention and (DPSY 812) Environmental Psychology.

Clinical Psychology

The program option in Clinical Psychology is designed to train candidates as clinicians who will promote an understanding of psychological issues and/or further develop the connection between psychological and physical health. This degree option focuses on developmental psychopathology, adult psychopathology, and health psychology. It closely follows a clinical model of training. Candidates will work closely with their faculty advisor or clinical mentor to train and participate in ongoing, programmatic clinical practice. Candidates desiring licensure for employment in either the research or clinical setting should check their individual state's requirements before making course selections. Core courses must include (DPSY 703) Applied Developmental Psychology, and (DPSY 826) Cognition and Emotion.

The program option in Clinical Psychology is designed to develop the candidate as a clinician capable of diagnosis, prevention, and treatment. It is designed to prepare the candidate to enter the workforce in the arena of higher education or to successfully perform in a practical clinical setting. Regardless of which career path the clinical psychology graduate elects to pursue, this program option is designed to provide him/her with a comprehensive background in diagnosis and treatment, along with an equally sufficient background in science and the practice of clinical assessment and treatment.

Behavioral Health

The program option in Behavioral Health is designed to equip students to compare, analyze and find solutions for inconsistencies in current health care delivery systems. Students will explore physical and psychological factors that contribute to inequality in health care delivery, and work to ameliorate such disparity in the behavior health field. Graduates from this program option collaborate jointly with other health professionals to analyze and find solutions for complex health-related challenges in both domestic and international

communities. This program option seeks to provide graduates with the tools to develop strategies for expanding health care access, delivery, and assessment of healthcare policy and practice. Mandatory courses for this program option include DPSY 801 Behavioural Assessment and Intervention, DPSY 802 Intellectual Disability Assessment and Therapies and DPSY 812 Environmental Psychology.

Psychoanalysis

The program emphasis in Psychoanalysis offers students a cutting-edge curriculum and prepares them through interdisciplinary study for scholarly research, teaching, or augmentation of professional practice. While social scientists and scholars in humanities and cultural studies are becoming increasingly interested in the psychoanalysis of culture and in the cultural analysis of psychoanalysis, very few institutions of higher education provide an arena for such inter-disciplinary undertaking. This program option was developed to fill the gap for such critical pursuits. Its distinct mission is to promote systematic dialogue between psychoanalysis, critical social theory, and cultural analysis. At present, three states (Vermont, New York, and California) offer licensure in psychoanalysis. Check individual state requirements before making your course selections. Core courses must include (PSYA 800) Freudian Psychoanalysis, (PSYA 801) Jungian Analytical Psychology, and (PSYA 802) Contemporary Psychoanalytical Theory. These and other courses provide a solid foundation in theory and methods needed for the systematic integration of psychoanalysis, critical social theory, and cultural studies. The distinctive character of the program is its emphasis on crafting new theoretical and methodological links between psychoanalysis, the social sciences, the humanities, and cultural studies, and applying an interdisciplinary lens to psychological and cultural phenomena.

Course Requirements

Preparatory Courses

For Candidates with a Master's degree in a field other than psychology

PSY 500 Development of Human Growth Psychology (3 Credits)

STAT 500 Psychological Statistics (3 Credits)

PSY 565 Clinical Psychology (3 Credits)

Courses Outlines

PSY 602 Psychology of Aging (3 Credits) (DCC)

DPSY 603 Human Sexuality (3 Credits) (DCC)

DPSY 700 Research Methods: Clinical Psychology and Psychometrics (3 Credits)

DPSY 701 Advanced Psychopathology (3 Credits) (DCC)

DPSY 702 History of Psychology (3 Credits)
DPSY 703 Applied Developmental Psychology (3 Credits)
DPSY 777 Supervised Practicum I (6 Credits)
DPSY 800 Personality Assessment (3 Credits)
DPSY 801 Behavioural Assessment and Intervention (3 Credits)
DPSY 802 Intellectual Disability Assessment and Therapies (3 Credits)
DPSY 804 Graduate Teaching Seminar (6 Credits)
DPSY 803 Supervised Practicum II: Ethics (3 Credits)

PSYA 805: Clinical Practice in Psychotherapy (3 Credits)

DPSY 805 Introduction to Psychotherapy (3 Credits)
DPSY 806 Experimental Psychology (3 Credits) (DCC)
DPSY 810 Psychodynamic Psychotherapy (3 Credits)
DPSY 812 Environmental Psychology (3 Credits)
DPSY 813: Clinical Neuropsychology.
DPSY 820 Advanced Research Design and Analysis (3 Credits) (DCC)
DPSY 824 Critical Social Psychology (3 Credits)
DPSY 826 Cognition and Emotion (3 Credits)
DPSY 830 Psychopharmacology (3 Credits) (DCC)
DPSY 840 Diversity Issues in Clinical Psychology (3 Credits) (DCC)
DPSY 850 Positive Clinical Psychology (3 Credits)
DPSY 900 Supervised Practicum III (6 Credits)
DPSY 938 Doctoral Seminar in Research Methods (4 Credits)
DPSY 940 Doctoral Seminar in Psychology (4 Credits)
DPSY 945 Child and Adolescent Behavioral Assessment (3 Credits)
DPSY 950 Industrial and Organizational Psychology

PSYA 800 Freudian Psychoanalysis (3 Credits)
PSYA 801 Jungian Analytical Psychology (3 Credits)
PSYA 802 Contemporary Psychoanalytical Theory (3 Credits)
PSYA 805: Clinical Practice in Psychotherapy (3 Credits)

DPSY 99C Comprehensive Examination (3 Credits)
DPSY 99E EPPP Licensing Examination Review (3 Credits)

Comprehensive Examination (1 Credit)

Students intending to pursue doctoral degrees must take and pass a comprehensive examination after they have completed their non-dissertation courses. This requirement is a prerequisite of the dissertation courses. One of the purposes of this examination is to sufficiently assess students' full knowledge on the dissertation title they wish to research.



Dissertation Courses (14 Credits)

The following courses in dissertation are all required for graduation from the Doctor of Philosophy (PhD) in Theology Program. Dissertations must be taken when all the non-dissertation courses are completed. No more than one dissertation course should be taken per session.

Dissertation Guidelines

DPSY 999a Dissertation - Practical Research I (Proposal)

DPSY 999b Dissertation - Practical Research II (Review of Related Literature & Methodology)

DPSY 999c Dissertation - Practical Research III (Data Collection & Analysis)

DPSY 999d Dissertation - Practical Research IV (Dissertation complete and Oral Defense)

Each non-dissertation course is valued as 3 credits and dissertation course 4 credits with the exception of dissertation complete and oral defense which is valued as 2 credits and DPSY 938 valued as 4 Credits. Comprehensive examination is valued as 1 credit. Total Credits required for Doctor of Philosophy (PhD) in Psychology is 64.

Doctor of Psychology (Psy.D.)

The Doctor of Psychology (PsyD) at Charisma University is a clinically focused degree program, ideal for candidates aspiring to work in higher education, or private and public clinical practice. The program offers four specialization options: **Behavior Analysis**, **Behavioral Health**, **Clinical Psychology**, and **Psychoanalysis**. This 60-90 credit hour program includes a range of courses, with a requirement of at least 12 selected courses.

All candidates must complete a practicum and a graduate teaching seminar, along with the Comprehensive Examination (DPSY 99C), though the EPPP can fulfill this requirement for qualified students. Electives from any program can be chosen to meet the credit requirements. Students with a Bachelor's degree must complete a minimum of 90 credit hours, while those with a Master's degree complete 60 credit hours. Candidates without a background in psychology are required to take three preparatory courses.

For students with a Master of Science in Psychology from Charisma University, up to 15 credit hours from their master's program may count towards the PsyD. The program typically spans three years for Master's degree holders or five years for Bachelor's degree holders, with variations based on individual circumstances. Students aiming for state licensure should plan their coursework and internships according to specific state requirements.

Disclaimer: It is the student's responsibility to check with their state or government licensing board that this program meets their licensure requirements before enrolling in it.

Program Learning Outcomes

- Qualify graduates as Professional Psychologists or Psychoanalysts.
- Provide professional training and clinical skills for roles in higher education or public/private clinical settings.
- Equip graduates to help individuals cope with life issues and mental health problems.
- Utilize various techniques based on research and treatment modalities, considering clients' unique values, characteristics, goals, and circumstances.
- Foster knowledge of contemporary research and analytical methods in clinical psychology.
- Prepare graduates for licensing qualification examinations required by individual state boards.

PROGRAM OPTIONS

Candidates must select one of three program options:

Behavioral Analysis

The program option in behavior analysis is designed to provide comprehensive training in that field of study. It is designed to stress the development of specialized basic, applied, and theoretical interests surrounding the understanding of our human condition. It is a balance of basic, applied, and theoretical training. Goals of this program option include developing the ability to impart accumulated knowledge of behavior science to others; researching behavior for the development of new knowledge and understanding of our human condition; contribute to making the world a better place in which to live through knowledge development and research; and maintaining the high degree of professionalism associated with this career field. Mandatory courses for this program option include (DPSY 801) Behavioural Assessment and Intervention and (DPSY 812) Environmental Psychology.

Clinical Psychology

The program option in Clinical Psychology is designed to train candidates as clinicians who will promote an understanding of psychological issues or further develop the connection between psychological and physical health. This degree option focuses on developmental psychopathology, adult psychopathology, and health psychology. It closely follows a clinical model of training. Candidates will work closely with their faculty advisor or clinical mentor to train and participate in ongoing, programmatic clinical practice. Candidates desiring licensure for employment in either the research or clinical setting should check their individual state's requirements before making course selections. Core course must include (DPSY 703) Applied Developmental Psychology; and (DPSY 826) Cognition and Emotion.

The program option in Clinical Psychology is designed to develop the candidate as a clinician capable of diagnosis, prevention, and treatment. It is designed to prepare the candidate to enter the workforce in higher education or practical clinical setting. Regardless of which career path the clinical psychology graduate elects to pursue, this program option is designed to provide him/her with a comprehensive background in diagnosis and treatment along with an equally strong background in science and the practice of clinical assessment and treatment.

Psychoanalysis

The program emphasis in Psychoanalysis offers students a cutting-edge curriculum and prepares them through interdisciplinary study for scholarly research, teaching or augmentation of professional practice. While social scientists and scholars in humanities and cultural studies are becoming increasingly interested in the psychoanalysis of culture and in the cultural

analysis of psychoanalysis, very few institutions of higher education provide an arena for such inter-disciplinary undertaking. This program option was developed to fill the gap for such critical pursuits. Its distinct mission is to promote systematic dialogue between psychoanalysis, critical social theory, and cultural analysis. At present, three states (Vermont, New York, and California) offer licensure in psychoanalysis. Check individual state requirements before making your course selections. Core courses must include (PSYA 800) Freudian Psychoanalysis, (PSYA 801) Jungian Analytical Psychology, and (PSYA 802) Contemporary Psychoanalytical Theory. These and other course courses provide a solid foundation in theory and methods needed for the systematic integration of psychoanalysis, critical social theory, and cultural studies. The distinctive character of the program is its emphasis on crafting new theoretical and methodological links between psychoanalysis, the social sciences, the humanities, and cultural studies and applying an interdisciplinary lens to psychological and cultural phenomena.

Course Requirements

Preparatory Courses *For Candidates with a Master's degree in a field other than psychology*

PSY 500 Development of Human Growth Psychology (3 Credits)
STAT 500 Psychological Statistics (3 Credits)
PSY 565 Clinical Psychology (3 Credits)

Courses Outlines

PSY 602 Psychology of Aging (3 Credits) (DCC)
DPSY 603 Human Sexuality (3 Credits) (DCC)
DPSY 700 Research Methods: Clinical Psychology and Psychometrics (3 Credits)
DPSY 701 Advanced Psychopathology (3 Credits) (DCC)
DPSY 702 History of Psychology (3 Credits)
DPSY 703 Applied Developmental Psychology (3 Credits)
DPSY 777 Supervised Practicum I (6 Credits)
DPSY 800 Personality Assessment (3 Credits)
DPSY 801 Behavioural Assessment and Intervention (3 Credits)
DPSY 802 Intellectual Disability Assessment and Therapies (3 Credits)
DPSY 803 Supervised Practicum II: Ethics (3 Credits)
DPSY 804 Graduate Teaching Seminar (6 Credits)
DPSY 806 Experimental Psychology (3 Credits) (DCC)
DPSY 810 Psychodynamic Psychotherapy (3 Credits)
DPSY 812 Environmental Psychology (3 Credits)
DPSY 820 Advanced Research Design and Analysis (3 Credits) (DCC)



DPSY 824 Critical Social Psychology (3 Credits)
DPSY 826 Cognition and Emotion (3 Credits)
DPSY 830 Psychopharmacology (3 Credits) (DCC)
DPSY 840 Diversity Issues in Clinical Psychology (3 Credits) (DCC)
DPSY 855 Ethical and Legal Issues for School Psychologists (3 Credits)
DPSY 900 Supervised Practicum III (6 Credits)

PSYA 800 Freudian Psychoanalysis (3 Credits)
PSYA 801 Jungian Analytical Psychology (3 Credits)
PSYA 802 Contemporary Psychoanalytical Theory (3 Credits)
PSYA 805: Clinical Practice in Psychotherapy (3 Credits)

DPSY 99C Comprehensive Examination (3 Credits)
DPSY 99E EPPP Licensing Examination Review (3 Credits)
DPSY 938 Doctoral Seminar in Research Methods (4 Credits)

Total Credits required for Doctor in Psychology (PsyD) is 60.

Guidelines for Practicum Selection & Approval

1. Organized Sequence of Training

Practicum training is an organized, sequential series of supervised experiences of increasing complexity that serves to prepare the student for internship and to partially meet requirements for licensure. Training experiences shall follow appropriate academic preparation and shall be overseen by the university.

2. Breadth and Depth of Training

Practicum training shall be an extension of the student's academic coursework. A student shall not provide services at the practicum level that are not within the scope of the education received.

There shall be a written plan between the student, the practicum training site, and the university. The training plan for each practicum experience shall describe how the trainee's time is allotted and shall assure the quality, breadth, and depth of the training experience through specification of the goals and objectives of the practicum, the methods of evaluation of the trainee's performance, and reference to jurisdictional regulations governing supervisory experience.

Practicum proposals shall also include the nature of supervision, the identities of supervisors, and the form and frequency of feedback from the agency supervisor to the training faculty. The training plan for each practicum shall also provide a rationale for the experience in light of previous academic preparation and previous practicum training, to ensure that the overall practicum experience is organized, sequential, and meets the training needs of the candidate and protection of the public.

3. Hour Requirement

Each practicum shall include a minimum of 500 hours of supervised professional experience. At least 50% of the total hours of supervised experience accrued shall be in service-related activities such as treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations. At least 25% of the supervised professional experience shall be devoted to face-to-face patient/client contact. Time spent on supervision shall count towards the 500-hour requirement.

4. Supervision

Individual face-to-face supervision shall be no less than 25% of the time spent in service-related activities; 25% of supervision hours can be in a group setting.

5. **Supervisor Qualifications**

Although university faculty are accountable for the overall education and practicum experiences of their students, on-site supervisors play a critical role in the training of students. A licensed psychologist shall have supervisory responsibility for the entire practicum experience, but up to 25% of the time spent in supervision may be provided by a licensed allied mental health professional or provided by a psychology intern or an individual completing postdoctoral supervised experience who is supervised by a licensed psychologist. Practicum students should have supervisors who are able to extend the student's academic education and all supervisors shall be appropriately licensed in the jurisdiction of practice and be a member of the staff at the site where the supervised experience takes place.

6. **Training Sequence**

Several part-time practicum placements of appropriate scope and graded complexity over the course of the graduate training can be combined to satisfy the 1500-hour practicum experience required by most state and provincial licensing boards.

7. **Setting**

Supervised professional experience shall occur in psychological service settings that have as part of the organizational mission a goal of training professional psychologists. Such settings shall have an identifiable licensed psychologist who is responsible for maintaining the integrity and quality of the experience for each trainee. Adapted from a study completed by the Association of State and Provincial Psychology Boards (<http://www.asppb.net/i4a/pages/index.cfm?pageid=1>)



School of Psychology and Behavioral Sciences Course Descriptions

DPSY 700 Research Methods: Clinical Psychology and Psychometrics.

DPSY 700 Research Methods: Clinical Psychology and Psychometrics is an advanced course developed for those students who enter their doctoral-level studies with a strong background in research methods and design. This course builds upon students' knowledge base by exploring issues and strategies pertinent to clinical psychology research methods, emphasizing psychometrics. This course particularly benefits students planning to complete a dissertation, covering techniques and strategies to refine their dissertation topics and research question(s). Particular topics explored in this course include design issues and strategies, measurement and analytical issues and strategies, and potential dilemmas hindering responsible research in clinical psychology.

DPSY 701: Advanced Psychopathology.

DPSY 701 Advanced Psychopathology is an advanced course on psychopathology, emphasizing the conceptual foundations for research on the psychological treatment of major mental disorders, the long-term course of illness and functioning of treated individuals, and unexplored areas that require further research. This course examines long-term studies on psychoses, bipolar disorder, depressive disorders, and substance use disorders, among others, as well as unresolved issues in diagnosis and treatment. Students also learn about topics in psychopathology that are considerably understudied to understand the shape and focus of outcomes research as influenced by breakthrough findings on antecedents, risk factors, and effect modifiers.

DPSY 702: History of Psychology.

DPSY 702 History of Psychology examines the history of psychology, theorists of psychology and their scholarship, and how the theories are linked to ideas in Western and Eastern philosophy. In particular, this course covers historical landmarks that provide a background for understanding the field of psychology, with attention to philosophical ideas that exemplify how philosophical exploration can inform professional practice in psychology. Students also learn the sequence of people, events, theories, and ideas that comprise the history of psychology and the philosophical implications of the historical development of psychology. Through this course, students develop critical thinking to explore philosophical implications, the nature of philosophical problems, and the relevance of philosophical questions that provide a deeper understanding of modern psychology.

DPSY 703: Applied Developmental Psychology.

DPSY 703 Applied Developmental Psychology examines how developmental theory and research evidence are applied to practice in psychology to help young people avoid or overcome the hazards in life, maximize their capacities, and attain optimal competence in social and cognitive spheres. Through this course, students explore topics and issues that affect the development of young people, as well as strategies for transferring research findings to developmental practitioners who, in turn, inform policymaking and program development. Students also learn how to adopt a research orientation to real-world problems, including aspects of dysfunction and atypical development, parenting, educational factors, and psychologists' professional practice.

DPSY 777 Supervised Practicum I (6 Credits).

DPSY 777 Supervised Practicum I is a concurrent group supervision course aligned with candidates' clinical training in a supervised practicum setting. Aimed at Clinical and Counseling Psychology Master's degree holders, this class assesses candidates for supervision and consultation competencies. Weekly meetings cover supervision and consultation topics, while lectures enhance clinical and professional skills. Candidates engage in a supervised internship, dedicating 20 hours per week to clinical settings.

DPSY 800: Personality Assessment.

DPSY 800 Personality Assessment explores the procedures and tools used in assessing personality to understand better the nature of people and their disposition to behave in specific ways. Through this course, students learn methods and instruments to obtain information about personality to reach relevant psychological conclusions and make useful recommendations in a broad range of clinical, forensic, health care, educational, and organizational applications. This course tackles various modes of personality assessment, primarily through historical records and reports, observation of behavior, and administration of a battery of standardized personality assessment instruments. Other topics covered in this course are administering, scoring, and interpreting major multidimensional personality assessment instruments for adults and children.

DPSY 801: Behavioural Assessment and Intervention.

DPSY 801 Behavioral Assessment and Intervention explores the various facets of adult behavioral assessment, analyzed within comprehensive research and clinical contexts, and integrated with conceptualizations and treatments. This course covers specific behavioral disorders and problems, assessment strategies and instruments, research methods,



clinical factors, and treatment planning. This course also covers particular issues in behavioral assessment, such as the use of computer technology in assessing older adults, behavioral neuropsychology, ethical-legal issues, and value change in adults with acquired disabilities. This course also emphasizes ethical professional practice in behavioral assessment.

DPSY 802: Intellectual Disability Assessment and Therapies.

DPSY 802 Intellectual Disability Assessment and Therapies examines evidence-based assessment methods and instruments and various psychological therapies for intellectual disabilities. In particular, through this course, students learn about the theories and science of intellectual disabilities, assessment of intellectual functioning, and treatments to improve the quality of life of individuals with such disabilities. This course emphasizes the psychological therapies for intellectual disability, including cognitive, behavioral, psychodynamic, and mindfulness-based interventions for a range of mental health and emotional problems that include anxiety, depression, anger, and psychotic disorders among individuals with intellectual disability.

DPSY 803 Supervised Practicum II: Ethics (3 Credits).

DPSY 803 Supervised Practicum II: Ethics is a group supervision course for candidates completing a supervised practicum in clinical settings. The course focuses on ethics in psychology practice, covering the APA ethical code in depth. Students work 20 hours weekly at a chosen practicum site.

DPSY 804: Graduate Teaching Seminar.

DPSY 804 Graduate Teaching Seminar examines the theoretical foundations and practical skills needed to effectively teach psychology at the college level through an online classroom. Throughout this course, students learn to transition the teaching of psychology courses to the online classroom and use online materials to support instruction. Students also learn to harness the advantages of teaching psychology online. In this course, students investigate topics such as course preparation, strategies to facilitate learning, multimedia tools to support teaching and learning, online activities that encourage higher order thinking through discourse, online assessment and learning outcomes in psychology, and advanced applications and future directions in online psychology teaching.

DPSY 806: Experimental Psychology.

DPSY 806 Experimental Psychology explores the areas in psychology that employ the experimental method, including in the psychological

processes of perception, attention, action, learning, memory, and cognition. In this course, students analyze the research methods of studies on experimental psychology, with attention to theoretical orientation, design, data collection, analysis, and interpretation of psychological experiments. Throughout this course, students learn the process of experimental studies in psychology, from articulating a research question to formulating a hypothesis, implementing an experiment, and analyzing the results. Students also learn to harness the appropriate theories to analyze and understand experimental objectives and methods.

DPSY 810: Psychodynamic Psychotherapy.

DPSY 810 Psychodynamic Psychotherapy is designed for post-graduate students seeking in-depth knowledge about psychodynamic therapy. In this course, students learn the foundational theories of psychodynamic psychotherapy and how to conduct psychodynamic therapy sessions. Moreover, this course covers methods and techniques used for psychodynamic assessment, establishing a therapeutic framework, commencing treatment, and undertaking psychodynamic techniques to treat various psychological disorders.

DPSY 812: Environmental Psychology.

DPSY 812 Environmental Psychology explores the nature and nuances of the interrelationships between humans and their surroundings by analyzing different critical developments and issues in environmental psychology. In this course, the environment is not limited to natural and built physical surroundings but also the broader socio-cultural and political environment in which people live and how this environment affects emotions, behavior, and cognition. Students learn the foundational theories and frameworks on environmental psychology, urban ecological design, human relationships with nature, architecture, personal space, territoriality, and work-related psychopathologies. Other topics covered in this course include the psychological dimensions of sustainability, debates on human spatial reorientation, the psychology behind environmentally responsible behavior, and environmental change and psychological impact.

DPSY 813: Clinical Neuropsychology.

DPSY 813 Clinical Neuropsychology examines brain-behavior relationships and how these relationships apply to neuropsychological syndromes. Through this course, students learn the fundamental concepts of Clinical Neuropsychology, starting with an introduction to the relevance of neuropsychology for clinical psychology practice, neuroanatomy and neuropathology, and general neuroscience background. Building on these principles, students also learn about scientific neuropsychological assessment and associated issues, the

core neuropathologies associated with clinical syndromes that clinical neuropsychologists usually encounter, and specialist areas of work for neuropsychologists. Through this course, students learn about neuropsychological rehabilitation and its theoretical basis as interventions, including those designed for individuals with acquired brain injury.

DPSY 820: Advanced Research Design and Analysis.

DPSY 820 Advanced Research Design and Analysis explores the design and analytic techniques that distinctly address quantitative and qualitative research methods used in psychology. As an advanced course, DPSY 820 Advanced Research Design and Analysis goes beyond basic ANOVA statistics and regression models to test construction, qualitative studies, and experimental methods. This course emphasizes techniques in scientific research designs and analysis that help students produce robust studies. Moreover, this course covers unusual designs and analyses that are nevertheless important in psychology research, such as Q methodology, meta-analysis, and log-linear analysis. Research designs and techniques discussed in this course are all substantiated by examples from the literature. Other topics covered in this course include ethical research, significance testing, and writing for publication, as well as the dissertation and its proposal.

DPSY 824: Critical Social Psychology.

DPSY 824 Critical Social Psychology provides an exhaustive overview of various debates within social psychology by leading scholars in their research fields who have brought a critical perspective to theoretical and methodological approaches used today. Through this course, students learn key concepts in critical psychology to equip them with the knowledge and understanding that would allow them to think critically about mainstream psychological concepts. Emphasis is given to the application of critical ideas to modern psychological and socio-political issues. These critical ideas are derived from different areas, including feminist theory, Marxism, social constructionism, queer theory, and critical race studies in psychology. Other topics covered in this course are critical methodologies, rethinking of social cognition, and social identities.

DPSY 826: Cognition and Emotion.

DPSY 826 Cognition and Emotion, designed for post-graduate students, focuses on the interactions between cognition and emotion and how these interactions influence human behavior. In particular, this course explores the theories and empirical evidence regarding the interplay between emotional and cognitive processes. Students also learn about the contemporary psychology of emotion and mood influence on cognitive processes such as attention, thinking, decision-making, and

judgment. This course also explores the role of emotion in memory, the processing of emotional information, and emotion perception. The topics covered in this course are organized according to five categories: biological factors and considerations; cognitive processes in emotion; social cognition; individual differences; and problems, disorders, and treatment.

DPSY 830: Psychopharmacology.

Designed for post-graduate students, DPSY 830 Psychopharmacology examines the necessary clinical skills in psychopharmacology, with this course exploring beyond medications and their characteristics. Consequently, students learn to thoroughly and methodically assess patients, review research data with advanced comprehension of clinical processes, and develop and monitor the most effective clinical recommendations for patients. In this course, students identify gaps in their competencies or practice styles in psychopharmacology for optimal patient outcomes. Students learn rational techniques for ongoing thorough and complete assessments of their professional knowledge base and their patients. Psychopharmacology in this course is presented as a conscious application of Bayesian logic in formulating and adjusting treatment plans to produce outcomes both patient and practitioner seek.

DPSY 840: Diversity Issues in Clinical Psychology.

DPSY 840 Diversity Issues in Psychology brings together theories, research findings, and scholarly discourse exploring diversity's psychological implications and associated issues. Through this course, students learn advanced analyses and discussions of theory and research that directly address policymaking and interventions pertinent to diversity issues. Moreover, students analyze the unprecedented degree of cultural, religious, and ideological diversity within and between nation-states, reflecting a unique challenge of the 21st century. In this course, students examine how people thrive amidst diversity without the costs of conflict or alienation, requiring new social identities, new ways of thinking about differences, and new psychological adaptations to embrace the complexities. Topics covered in this course are organized into six categories of diversity: social identity culture, intergroup attitudes, intergroup relations, group processes, and interventions.

DPSY 850: Positive Clinical Psychology.

DPSY 850 Positive Clinical Psychology examines the development of positive clinical psychology (PCP), which reflects the integration of the two fields of positive psychology and clinical psychology that have developed independently despite numerous convergences in research foci and aims. Through this course, students learn the requisite skills for



understanding and treating psychological disorders with emphasis on emotional, psychological, and social well-being to improve people's mental health and reduce the risk of psychological disorders. Students learn how to focus clinical psychology practice on people's strengths, aside from dysfunctions, to help them lead healthy, happy lives. Topics in this course are organized according to five themes: developing positive clinical psychology, personality and individual differences, disorders, positive psychology interventions in clinical practice, and reinterpreting existing therapies.

DPSY 855: Ethics and Law for School Psychologists.

DPSY 855 Ethical and Legal Issues for School Psychologists brings together the ethical principles and standards, laws, and their associated issues pertinent to the delivery of school psychological services. This course teaches students the theories, principles, and practical issues in school psychological services. This course also explores strategies to anticipate and prevent ethical and legal problems and the appropriate ethical-legal decision-making model for school psychologists to enable the practitioner to make informed, well-reasoned choices in resolving problems when they do occur. Other topics covered in this course include ethical-legal issues in educating students with disabilities, psychoeducational assessment, school-based interventions, working with teachers and parents, research, and supervision.

DPSY 900 Supervised Practicum III (6 Credits).

DPSY 804 Graduate Teaching Seminar examines the theoretical foundations and practical skills needed to effectively teach psychology at the college level through an online classroom. Throughout this course, students learn to transition the teaching of psychology courses to the online classroom and use online materials to support instruction. Students also learn to harness the advantages of teaching psychology online. In this course, students investigate topics such as course preparation, strategies to facilitate learning, multimedia tools to support teaching and learning, online activities that encourage higher order thinking through discourse, online assessment and learning outcomes in psychology, and advanced applications and future directions in online psychology teaching.

DPSY 938: Doctoral Seminar in Research Methods.

DPSY 938 Doctoral Seminar in Research Methods is designed for doctoral students seeking to enhance their research competencies from methods courses. Through this course, the students accomplish their dissertation proposal writing, requiring them to be competent in research designs. Thus, they make judgments about matching the appropriate research designs to their chosen research problems. The course is divided into two parts. In the first part, students learn more

about methodologies in relation to other pertinent chapters of the dissertation proposal, and in the second part, they are required to complete that dissertation proposal.

DPSY 945: Child and Adolescent Behavioural Assessment.

PDPSY 945 Child and Adolescent Behavioral Assessment examines evidence-based behavioral assessment and diagnosis based on science and theory to inform the treatment process for children and adolescents. Through this course, students learn the historical, theoretical, and conceptual factors underpinning behavioral assessment approaches to know when and how to apply various diagnostic and behavioral assessment instruments throughout treatment. Students also learn assessment principles that guide the selection, use, and interpretation of assessment methods and the issues related to diagnostic and behavioral assessment tools for children and adolescents. Emphasis is on applying the principles of diagnostic and behavioral assessment to generate case conceptualization that guides the treatment process.

DPSY 950: Industrial and Organizational Psychology.

DPSY 950 Industrial and Organizational Psychology comprehensively examines the research, theory, and applications comprising the field of industrial and organizational (I/O) psychology. Through this course, students explore different topics in human resource management and organizational behavior from the psychology perspective. Students also learn a full range of organizational topics, including leadership, power, role theory, groups in organizations, conflict, and communication, as well as the traditional industrial topics of job analysis, selection, performance appraisal, staffing, and training. This course also explores issues in I/O, including ethical dilemmas, historical and philosophical contexts of I/O, and training and development.

DPSY 999a Dissertation - Practical Research I (Proposal) (4 Credits).

The course requires students to select research problem through execution of authentic research until the preparation of a completed report along with practical suggestions based on a solid theoretical framework and sound pedagogy. Study goals and objectives as the first part of dissertation are the main requirements of the course.

DPSY 999b Dissertation - Practical Research II (Review of Related Literature & Methodology) (4 Credits).

The course is a follow up to Practical Research I. The student is asked to perform preliminary literature review. Practical Research II involves methods of literature selection where students employ different modes of literature scanning. Students must also propose a research methodology.



DPSY 999c Dissertation - Practical Research III (Data Collection & Analysis) (4 Credits).

This course is taken after Practical Research II. Students carry out their approved research proposal by using the proposed methodology. Results are collected and analyzed, and a report of the study is prepared for the next step of the dissertation.

DPSY 999d Dissertation - Practical Research IV (Dissertation complete and Oral Defense) (2 Credits).

This is the final stage in the Practical Research series. In this part of the dissertation, the student is expected to have completed the research requirements and is ready for oral presentation. Defense is done in the presence of selected members of a panel.

DPSY 99C: Comprehensive Examination.

DPSY 99C Comprehensive Examination is a preparation course for the Educational Testing Service (ETS) Major Field Test (MFT) in Psychology. The MFT is designed to assess basic familiarity and understanding of concepts, principles, and knowledge expected of post-graduate psychology majors. It consists of approximately 200 multiple-choice questions. In the DPSY 99C Comprehensive Examination course, students gain the opportunities to practice for the MFT through a mock examination and obtain facilitation for their MFT registration and scheduling. The mock examination is patterned after the ETS approach. Students receive feedback showing how well they did in their mock examination and their relative performance in different areas of Psychology. More information can be found at:
<http://www.ets.org/mft/about/content/psychology>

DPSY 99E EPPP Licensing Examination (3 Credits).

The Examination for Professional Practice in Psychology (EPPP) is a licensing examination used in most U.S. states and Canadian provinces. The Examination is multiple-choice and tests eight content areas representing a specific percentage of the exam. These include the biological bases of behavior (12%), cognitive-affective bases of behavior (13%), social and multicultural bases of behavior (12%), growth and life-span development (12%), assessment and diagnosis (14%), research methods and statistics (8%), and ethical, legal, and professional issues (15%). Further information concerning the EPPP may be found at
<http://www.asppb.net/files/public/IFC.pdf>.

DPSY 99E: EPPP Licensing Examination Review.

DPSY 99E EPPP Licensing Examination Review is an eight-week course that prepares students for the Examination for Professional Practice in



Psychology (EPPP). This course helps students to pass the EPPP. The EPPP is a licensing examination used in most U.S. states and Canadian provinces. The Examination is multiple-choice and tests eight content areas representing a specific percentage of the exam. These include the biological bases of behavior (12%), cognitive-affective bases of behavior (13%), social and multicultural bases of behavior (12%), growth and life-span development (12%), assessment and diagnosis (14%), research methods and statistics (8%), and ethical, legal, and professional issues (15%). Further information concerning the EPPP may be found at <https://www.asppb.net/page/EPPPSignup>.

PSY 500: Advanced Developmental Psychology.

PSY 500 Advanced Developmental Psychology explores scholarship regarding human development in the 21st century, building upon students' knowledge of human growth and psychological development theories. This course emphasizes the human life span as defined by relational developmental systems models of human life incorporating biological and physiological development as influenced by the environment. This course also emphasizes the broad range of qualitative and quantitative methodologies for learning about these integrated, biopsychosocial relationships; the increasingly appreciated importance of cultural and historical influences on the quality and trajectory of human development across the lifespan; and a synthesis of fundamental and applied developmental science. (Formerly Development of Human Growth Psychology).

PSY 502: Psychology of Human Sexuality.

PSY 502 Psychology of Human Sexuality explores human sexuality and its variations through the lenses of psychology and psychological theory. In this course, students learn about the spectrum of sexuality, gender, sexual expression, orientations, love, intimacy, and relationships. This course examines inclusion, global citizenship, and justice as building blocks of sexuality discourse and scholarship, encouraging students to reflect on their beliefs and possible prejudices critically. Other topics covered in this course are gender and gender identity, sexual orientation, sexual behaviors, sexually transmitted infections and safer-sex practices, sexual dysfunctions and therapy, sexual victimization and sex laws, and the sexual marketplace.

PSY 504: Psychopathology.

PSY 504 Psychopathology explores psychological theory and research about abnormal and maladaptive human behaviors represented in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V, 2013). Through this course, students analyze and discuss the major categories of abnormal behavioral disorders, with emphasis on theory and research. This course

provides special attention to theoretical perspectives, empirical findings, major themes, and historical trends in psychological problems. Students also learn diagnostics and treatment techniques for psychological problems.

PSY 506: Child and Adolescent Psychopathology.

PSY 506 Child and Adolescent Psychopathology examines developmental psychopathology and mental disorders among infants, children, and adolescents. This course explores the different developmental pathways to child and adolescent psychopathology and investigates comparisons with normative development. Students learn about the theoretical perspectives of psychopathology development, biopsychosocial risk factors, diagnoses and assessments, and evidence-based interventions. Moreover, through this course, students study the range of psychological disorders in childhood and adolescence, such as externalizing disorders, internalizing disorders, trauma- and stressor-related disorders, and other disorders.

PSY 508: Family and Marriage: Theories and Therapies.

PSY 508 Family and Marriage: Theories and Therapies examines marital and familial relationships and the psychological theories that underpin therapies designed for marriages and families. Through this course, students learn the historical developments and major conceptualizations of marriage and family therapy, evidence-based models, and their practical distinctions. In this course, emphasis is given to the professional and personal lenses of the therapist, selecting a supervisor, conducting research, confronting and addressing ethical issues, and working effectively with multicultural families.

PSY 510: Professional Ethics in Psychology.

PSY 510 Professional Ethics in Psychology explores ethics frameworks and ethical issues pertinent to professionals in the field of psychology. Through this course, students learn strategies for navigating complex ethical and professional practice issues in psychology, ethical codes and ethical decision-making, supervision, consultation, and standards of practice. This course links professional practice and ethical issues with psychology theory, encouraging students to engage in reflective skills concerning their competencies to enhance their professional psychology practice.

PSY 515: Psychopharmacology.

PSY 515 Psychopharmacology examines psychopharmacology medications according to the mental disorders of The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V). Through this course, students learn the primary classifications of



psychopharmacological medications, indications and contraindications, and side effects. Students also learn how these psychopharmacological medications are administered and their effects on the brain. Other topics covered in this course are emergent treatments for psychiatric disorders, medication discontinuation, and an introduction to child and adolescent psychopharmacology.

PSY 517: Child and Adolescent Psychopharmacology.

PSY 517 Child and Adolescent Psychopharmacology explores the medications used in treating childhood and adolescent psychological disorders. Through this course, students learn evidence-based medications for treating youths with pervasive developmental disorders, disruptive behavior disorders, mood disorders, anxiety disorders, and psychotic illnesses. Students also learn the long-term treatment effects of medications in pediatric populations based on clinical trials of longer duration designed to evaluate long-term safety. This course helps students how to make sound and ethical psychopharmacological decisions to provide the best care for pediatric patients with mental disorders.

PSY 520: Psychological Interventions for Substance Abuse.

PSY 520 Psychological Interventions for Substance Abuse explores the treatment of substance misuse from a psychological perspective, appropriate for managing drug, alcohol, and nicotine dependence of adults and adolescents. Through this course, students learn the various theoretical approaches underpinning psychological assessments and evidence-based practice. In this course, students also learn current and relevant literature pertinent to psychological theories of addiction and psychological therapies in clinical practice, such as brief feedback-focused interventions, motivational enhancement approaches, contingency management therapy, and cognitive behavioral therapies, among others. Students also examine psychosocial interventions to manage and prevent substance misuse among adolescents, including various modalities of family therapy, multisystemic therapy, and behavioral therapies.

PSY 525: Psychological Assessment and Testing.

PSY 525 Psychological Assessment and Testing explores the principles and practices of psychological assessment and testing. Through this course, students will learn the major norm-referenced tests of intellectual ability, personality, neuropsychological functioning, work aptitudes, and behavior. Students also learn how these tests are professionally administered, analyzed, interpreted, and reported. In this course, students also learn interviewing as an assessment tool, instruments used for treatment planning, monitoring, and outcome assessment, as well as clinical decision-making based on assessments.



PSY 526: Psychology of Diversity.

PSY 526 Psychology of Diversity explores how differences among individuals generate a broad range of psychological responses that determine how others perceive them and the effects they have. This course also introduces students to psychological research and theory relative to individual differences. Moreover, across core psychology topics such as identity, brain and mind, personality, cognition, behaviors, and relationships, students investigate the evidence for diversity in experience at three levels: within an individual, between individuals, and between groups. Students apply theory and evidence to understand the historical, political, educational, economic, and societal factors that shape how people think about and respond to diversity and the diverse life trajectories of others. In this course, students reflect upon their life experiences to succeed professionally in bringing people together for mutual benefit.

PSY 530: Cross-Cultural Psychology.

PSY 530 Cross-Cultural Psychology examines systematic comparisons of psychological factors in various cultural conditions to identify universal aspects of human behavior and determine the causes of behavior variations. Through this course, students learn sociocultural differences in behavior, psychopathology, personality, human development, emotion, and cognition. This course explores relevant theories and their applications to health care, organizations, and social contexts.

PSY 540: Theories of Personality.

PSY 540 Theories of Personality examines the foundational theories and empirical findings of personality from the perspective of psychology. This course is evidence-based and explores the different traditions of personality research, namely, the psychoanalytic, behavioral learning, trait, cognitive, and humanistic traditions. Students also learn the various domains of personality theory, namely, the developmental, gender, clinical, and adjustment domains. Through this course, students also investigate research methods, effects of personality on psychopathology, and therapies.

PSY 545: Health Psychology Human Physiology.

PSY 545 Health Psychology Human Physiology explores the relationship between psychology and health, with attention to physiological systems and processes. Through this course, students critically examine theories and research findings on how psychological factors, such as behavior, emotions, cognition, personality, and interpersonal relationships, relate to health. Topics covered in this course include causal and mediating

psychosocial factors of health, biopsychosocial explanations of diseases and disorders, and health psychology across the lifespan.

PSY 565: Clinical Psychology.

PSY 565 Clinical Psychology examines clinical psychology from a global perspective. Through this course, students learn about the history of contemporary clinical psychology juxtaposed against the history of science. Students also examine the research methods used in clinical psychology, global classification systems, assessments, and psychotherapeutic strategies that clinical psychologists utilize daily. Topics covered in this course include clinical interviewing of adults and children, culturally informed neurological assessments, evidence-based treatments, childhood and adult psychological disorders, couple distress, psychotic disorders, and neurobiological and pharmacological treatment of mental disorders. At the end of this course, students would have gained an in-depth understanding of assessment and psychotherapeutic services that clinical psychologists provide to patients across ages and settings.

PSY 566: Advanced Research Methods in Psychology.

PSY 566 Advanced Research Methods in Psychology examines the principles, philosophies, and goals of research methods in psychology. Through this course, students learn the foundations of research in psychology and associated issues, with an emphasis on study design, data management, data reduction, and data synthesis. Students also learn the appropriate research methods for specific content areas and specializations as well as measurement issues such as innovation in technology and progress in theory. Moreover, this course also explores data analysis issues, including testing theoretical predictions and identifying implementation problems. Emphasis is also given to ethical practices in psychological research.

PSY 570: Social Psychology.

PSY 570 Social Psychology is designed as a comprehensive exploration of theory and research in social psychology. Through this course, students learn about the relationships between a person and their social situation and how social situations influence an individual's thoughts, emotions, and behaviors. Students also learn how an individual influences and creates particular social situations. Topics covered in this course include theoretical perspectives, development and socialization, personal processes, interpersonal processes, and the person in sociocultural contexts.

PSY 575: Cognitive Psychology.

PSY 575 Cognitive Psychology explores how human cognition makes sense of sensory information and processes such as memorization, learning, making decisions, and solving problems. Through this course, students learn about the historical development of cognitive psychology and the most impactful theories and empirical studies of perception, attention, memory, learning, thinking, and consciousness. This course explores cognitive psychology in relation to cognitive neuroscience and perception, emotion, and language.

PSY 580: Educational Psychology.

PSY 580 Educational Psychology explores the psychological foundations of education theory, practice, and research. Through this course, students learn about mental functions, the most effective conditions under which learners learn, and models for learning motivations. Moreover, this course covers topics such as the importance of a stimulating socioemotional and instructional climate in classrooms and fostering peer relationships in cultivating a classroom community. This course also explores special learning needs, the gradual movement toward inclusion, and the development of a more cohesive and potentially more effective education system for all. Students also examine behavior management and atypical behavior, such as hyperactivity, assessments and evaluations, and societal and cultural perspectives in educational psychology.

PSY 602: Psychology of Aging.

PSY 602 Psychology of Aging examines the biopsychosocial, cognitive, and behavioral processes in aging. In this course, students learn about the theories and research methodologies used in the psychology of aging, the aging mind, and socio-cultural factors that influence human development in later life. Through this course, students also learn complex psychological processes in aging, including work and retirement, financial decision-making and capacity, technology and social networking, interventions to psychosocial disorders, and death and dying.

PSY 603: Group Therapy and Counseling.

PSY 603 Group Therapy and Counseling examines the principles of group dynamics and how these principles are applied to group psychotherapy and counseling. Through this course, students learn the roles of the group in a treatment plan, theoretical models in group psychotherapy and counseling, group dynamics in psychotherapy for adults and children, and the professional development of group therapists. Students also learn about the applicability of different approaches and theories for group psychotherapy and counseling for different populations in different settings and how students can make



sense of this diversity to formulate an evidence-based approach to leading a group. This course also emphasizes group leadership and ethical practice.

PSY 604: Advanced Child Psychology.

PSY 604 Advanced Child Psychology explores the theories, methodologies, and pivotal concepts that provide comprehensive insights into a child's psychological functioning and well-being. In this course, students learn beyond developmental norms to examine how these norms influence parenting strategies, pedagogical methods, psychological disorders, communication techniques, and resilience. Topics covered in this course are contextual influences on children's social and emotional development, theoretical views on children's psychological well-being, trauma, loss and maltreatment, atypical development in children, assessments, and approaches to intervention.

PSY 610: Forensic Psychology.

PSY 610 Forensic Psychology explores the interaction between the field of psychology and the justice system. In this course, students investigate human behavior related to legal processes, eyewitness memory and testimonies, offending behavior, and criminal responsibility. Moreover, this course examines the professional practice of psychology and how it interacts with the legal system and criminal and civil legal proceedings. Students learn about the application of psychology to legal matters, corrections and parole, victim and family services, addiction services, and the full spectrum of professional psychological services pertinent to law enforcement and the treatment of offenders.

PSYA 800 FREUDIAN PSYCHOANALYSIS (3 Credits).

PSYA 800 Freudian Psychoanalysis introduces students to Sigmund Freud's radical innovation into psychiatry and psychotherapy, emphasizing psychoanalysis. In this course, students learn about Freud's psychodynamic approach to psychoanalysis, his account of unconscious-conscious dynamics in everyday life, his five major case studies that played crucial roles in his development of psychoanalysis, and his consolidation of psychoanalytic theory and practice. Students also explore Freud's modifications of psychoanalysis during and following the 1914–1918 World War and their legacy for psychotherapy today.

PSYA 801 Jungian Analytical Psychology (3 Credits).

PSYA 801 Jungian Analytical Psychology explores the field of analytical psychology of which Carl Gustav Jung was the founder and pioneer. Through this course, students learn why and how analytical psychology revolutionized the approach to mental illness and the study of the mind. This course covers Jung's most essential works on the nature of the psyche, archetypes, religion and culture, and therapy and healing.

PSYA 802 CONTEMPORARY PSYCHOANALYTICAL THEORY (3 Credits).

This course is motivated both by the need for an outline of the evolution of psychoanalysis since Freud's death, and by the hope of tackling the fragmentation which has led to the current 'crisis of psychoanalysis'. In three sections covering the theoretical and practical aspects of psychoanalysis, and analyzing the current state of the field, this course provides an overview of the principal concepts of contemporary psychoanalysis.

PSYA 802: Contemporary Psychoanalytical Theory.

PSYA 802 Contemporary Psychoanalytical Theory examines the evolution of psychoanalytic theory over the past 50 years, with particular attention given to contemporary theories, some of which constitute radical departures from traditional theory. In this course, students analyze the significant developments that have taken place in psychoanalysis during this time and how one understands these developments. Students also explore the alternative formulations and perspectives being proposed in these contemporary theories. Moreover, students examine various aspects of Freudian theory that serve as pivotal points of departure for contemporary psychoanalytic theories. Effective contextual understanding of these newer formulations and ideas will be facilitated through a full grasp of the fundamentals of Freudian ideas. This course addresses four fundamental themes of psychoanalytic theory and practice: conceptions of mind, conceptions of object relations, conceptions of psychopathology, and conceptions of treatment. Areas of divergence and convergence among theories are also explored.

PSYA 805: Clinical Practice in Psychotherapy.

PSYA 805: Clinical Practice in Psychotherapy explores a range of empirical studies to demonstrate whether and how psychotherapy works to guide clinical practice. This course critically assesses the evidence for the effectiveness of psychotherapy and mechanisms of behavioral change, as well as the conflicting views regarding the significance and relevance of specific treatment methods in relation to others. Students also learn the most effective clinical processes in psychotherapy, the necessary and sufficient conditions for positive

behavioral change, and interpret assessment results. Topics in this course are grouped into major themes, including the historical, methodological, and conceptual foundations of psychotherapy, evaluating the determinants of therapeutic efficacy, major approaches in psychotherapy, and evidence on applications in special groups and settings.

STAT 500: Psychological Statistics.

STAT 500 Psychological Statistics explores descriptive and inferential statistics to analyze and evaluate data in psychological research. In this course, students learn statistical analysis techniques, the rationale underpinning the techniques, and the application of these techniques to psychology. Moreover, students develop practical experience in statistical calculations and learn to use a statistical program to aid their analysis. Topics covered in this course are descriptive statistics, hypothesis testing, analysis of variance (ANOVA) with and without repeated measures, multiple regression and its connection to ANOVA, and non-parametric statistics.



School of Law



Charisma University's School of Law program is a challenging and intellectually stimulating way of preparing students to be an effective member of the legal profession, whether as a practicing attorney, member of the judiciary, legal professional in public service, business, or education. The Charisma University School of Law offers every student a vast opportunity to become grounded in the fundamentals of the law. The advantage here is that the Charisma University School of Law curriculum does not direct students to specific study of legal rules of any particular jurisdiction and discussions are based on national materials and casebooks. Students seeking licensure as an attorney should check the educational requirements in the jurisdiction in which they desire to practice,

Associate of Arts (A.A.) in Paralegal Studies

The Associate of Arts Degree in Paralegal Studies is for those students who wish to pursue a career as a Paralegal or Legal Assistant. This program will provide students with the skills and training to become effective Paralegals or Legal Assistants in Civil or Criminal Law Offices or Governmental Agencies.

Program Learning Outcomes

- To analyze Court Decisions and write Case Briefs for Court Cases at all levels of the Judicial System;
- To prepare legal documents under the supervision of an attorney;
- To conduct client interviews for potential civil and criminal cases under the supervision of an attorney;
- To know how to research and analyze current laws, statutes, regulations and Cases in Civil, Criminal and Administrative Areas of Law;
- To develop verbal and written competencies, permitting them to think critically and communicate effectively;
- To obtain analytical and technical skills;
- To gain sound understanding of legal practice in the United States;
- To work as paralegals for lawyers in both criminal and civil practices in businesses and corporations;
- To support attorneys in litigation and transactional fields through document drafting, legal research, evidence gathering, case management, and the litigation procedure;
- To demonstrate up-to-date skills in law office technology, including using specific applications, electronic filing, and appropriate word-processing software.;
- To produce various legal documents, such as discovery papers, motions, pleadings, forms as well as practice preparing specific documents such as wills, real estate contracts, among others;
- To identify and utilize the principles of legal ethics and professional responsibility;
- To demonstrate knowledge of their profession, with insight as to the dynamic role of the paralegal, employment trends and options, licensing and certification issues, paralegal networking organizations and professional development and;
- To cultivate substantive knowledge of the law in the following areas: the court systems, civil and criminal procedure, jurisdiction, torts, contracts, real estate, wills and estates, family and matrimonial law, and business organizations and corporations.



Course Requirements

Core Courses (24 Credits)

Students must complete all the required core courses (24 Credits). Each course is valued as 3 credits.

PLG 100 Introduction to Paralegal Studies

PLG 115 Civil Procedure

PLG 126 Family Law

PLG 215 Criminal Law

PLG 220 Using computers in the Law Office

PLG 225 Worker's Compensation Law

PLG 230 Bankruptcy Law

PLG 245 Legal Terminology

General Education Requirements

Summary

General Education Courses Requirements; each course is valued as 3 Credits. The general education courses at Charisma University hone students to be holistic individuals possessing critical thinking skills applicable to diverse fields of knowledge. Students must complete 36 Credits from General Education Courses, distributed as follows:

English Courses (9 Credits)

Undergraduate students must complete all three courses from English section.

ENG 210 American Literature

ENG 100 English Composition I

ENG 101 English Composition II



Communications (9 Credits)

Undergraduate students must complete three courses from the Communication section.

COM 210 Business Communication I

COM 211 Business Communication II

COM 285 Public Speaking

Humanities (3 Credits)

Undergraduate students must complete one course from the Humanities section.

PHIL 264 World Religions

PHIL 100 Introduction to Philosophy

Natural Science (3 Credits)

Undergraduate students must complete one course from the Natural Science section.

BIO 100 Principles of Biology

CHEM 110 Introduction to Chemistry

Mathematics (3 Credits)

Undergraduate students must complete the following course from Mathematics section.

MTH 257 College Algebra

History (6 Credits)

Undergraduate students must complete two courses from the History section.

HIS 217 Western Civilization I

HIS 122 American Government

Social and Behavioral Sciences (3 Credits)

Undergraduate students must complete one course from the Social and Behavioral Sciences section.

PSY 100 Introduction to Psychology

SOC 110 Introduction to Sociology



POL 100 Introduction to Political Science

Each course is valued as 3 credits. Completion of 36 credits in General Education courses are part of the graduation requirements from this program. Total credits required for this program are 60.

Please refer to this Catalog or the University website for admissions requirements, transfer credits policy, and tuition fees.

Bachelor of Laws (LL.B.)

Charisma University's Bachelor of Laws (LL.B.) program provides a personalized and convenient opportunity of starting a journey into the legal profession. The program is designed to meet the global LL.B. educational requirements; thus, the program assiduously prepares students to sit for the Bar examination in any country of their choice.

Charisma University LL.B. program is a three-year program structured in a synchronous learning method. To earn an LL.B. degree from Charisma University, students will complete 108 units of course work within the three years of study. The program is offered in three semesters of 16 weeks per semester, within the University's academic calendar year. Students are required to take 12 credits of course work each semester.

All courses are 3 credits each and are synchronously taught for 3 hours per week. The coursework includes but is not limited to case studies, oral presentations, Assignments, mid-term examinations, Legal research and writings, Quizzes, and final examinations.

Students are required to take any three elective courses of their choice within the third year, from the elective courses listed in the curriculum below. The three elective courses will be taken as follows, one elective course in the second semester and two electives in the third semester. At the end of the third semester in the same final year, students are expected to submit a well written legal-based project before the LL.B. degree can be awarded.

Program Learning Outcomes

- Develop abilities for identifying and comprehending key concepts in substantive law, legal theory, and procedure.
- Construct oral and written legal analyses.
- Develop the skills for conducting superior legal research.
- Acquire knowledge for undertaking rules of professional ethics in law.
- Develop requisite competencies in excelling in Bar Examination.

First Year

Students must complete all the required first year courses (36 Credits). Each course is valued as 3 Credits.

FIRST SEMESTER

ENG 250 Use of English Language
LL.B 200 Law of Contract I
LL.B 205 Law of Torts I
LL.B 210 Legal Methods I

SECOND SEMESTER

SOC 110 Introduction to Sociology
LL.B 215 Law of Contract II
LL.B 220 Law of Torts II
LL.B 225 Legal Methods II

THIRD SEMESTER

CIS 100 Introduction to Computer Science
LL.B 230 Criminal Law I
LL.B 235 Constitutional Law I
LL.B 240 Law and Legal System I

Second Year

Students must complete all the required second year courses (36 Credits). Each course is valued as 3 Credits.

FIRST SEMESTER

PHIL 100 Introduction to Philosophy
LL.B 300 Criminal Law II
LL.B 305 Constitutional Law II
LL.B 310 Law and Legal System II

SECOND SEMESTER

PSY 100 Introduction to Psychology
LL.B 315 Legal Research and Writing
LL.B 320 Equity I
LL.B 325 Evidence I

THIRD SEMESTER

POL 100 Introduction to Political Science
LL.B 330 Equity II
LL.B 335 Evidence II
LL.B 340 Logic and Clear Thoughts I

Third Year

Students must complete all the required 36 credits (12 courses) in the third year. Each course is valued as 3 Credits. Students are required to choose one elective course and two elective courses for second and third semesters respectively.

FIRST SEMESTER

FIN 215 The Law of Corporate Finance and Financial Markets
LL.B 405 Logic and Clear Thoughts II
LL.B 410 Law of Advocacy I
LL.B 415 Administrative Law I

SECOND SEMESTER

LL.B 420 Law of Advocacy II



LL.B 425 Administrative Law II
LL.B 430 Jurisprudence and Legal Thoughts I
Elective Course

THIRD SEMESTER

LL.B 435 Jurisprudence and Legal Thoughts II
Elective Course
Elective Course
LL.B 440 Legal Case-based Project

Third Year Electives

Students must choose only three courses (9 Credits) as electives from this section for third year semesters two and three. Each course is valued as 3 Credits.

[LL.B 401 Family Law](#)

[LL.B 403 Public International Law](#)

[LL.B 406 European Union Law](#)

[LL.B 407 International Human Rights Law](#)

[LL.B 409 Intellectual Property](#)

[LL.B 411 Employment Law](#)

[LL.B 413 Company Law](#)

[LL.B 414 International Environmental Law](#)

[LL.B 417 Alternative Dispute Resolution](#)

[LL.B 419 Comparative Law](#)

[LL.B 421 Commercial Law](#)

[LL.B 423 Industrial and Labor Law](#)

[LL.B 426 Terrorism and Counterterrorism](#)

Total Credits required for Bachelor of Laws (LL.B.) program is 120.

Master of Laws (LL.M.)

Immerse yourself in the dynamic field of law with Charisma University's Master of Laws (LL.M) program—a comprehensive one-year initiative meticulously designed for licensed legal practitioners. This program welcomes lawyers from diverse jurisdictions, providing a flexible platform for those who've completed their prior legal Bachelor's degree studies.

Focused on shaping the future of the legal profession, LL.M candidates delve into three specialized tracks: Estate Planning and Management, Conflict Resolution, or Homeland Security. This transformative journey includes key courses like LL.M 559 Legal Research and Writing, and GRES 690 Master's Thesis.

The LL.M program emphasizes fundamental legal concepts, critical thinking, national and international legal research, and communication skills, empowering candidates to navigate various legal settings ethically. Graduates emerge as proficient legal analysts, problem solvers, and effective communicators, ready for impactful contributions to the legal profession.

Program Learning Outcomes

- Demonstrate the ability to identify and comprehend fundamental concepts in substantive law, legal theory, and procedure in national and international law contexts,
- Gain knowledge and critical thinking skills in the performance of competent legal analysis, reasoning, and problem solving,
- Demonstrate the ability to undertake national and international legal research,
- Acquire communication skills, such as effective listening and critical reading, writing in objective and persuasive styles, as well as oral advocacy,
- Demonstrate skills in engaging with others in different of legal settings and contexts,
- Comprehend legal ethics relevant in the representation of clients, performance of duties as an officer of the courts, as well as the resolution of ethical issues,



- Demonstrate a keen understanding of ethical responsibilities in the representation of clients, officers of the court, as well as public citizens responsible for the quality of and access to the justice system,
- Demonstrate thorough comprehension of theories, philosophies, roles, and implications of the law and its institutions,
- Demonstrate proficiency in legal analysis, problem solving, reasoning and oral and written communication,
- Demonstrate ability for legal research, and Master substantive law as necessary for effective and responsible participation in the legal profession.

Course Requirements

Core Courses (9 Credits)

Students must complete all the required foundation courses. Each course is valued at three (3) credit except where noted.

LL.M 559 Legal Research and Writing

GRES 690 Master's Thesis (must be taken at the last semester of the program, ***valued as 6 credits***);

Program Specialties (15 Credits)

Candidates must select one of three program specialties. Each course is valued at three (3) credit except where noted.

Estate Planning and Management

Selecting the Estate Planning and Management specialty focuses your studies on aspects of estate law, financial planning, and asset management. Please note that choosing this specialty means you will not engage in Homeland Security or Conflict Resolution specialties.

LL.M 513 Probate & Real Estate Law (3 Credits)

LL.M 519 Contracts (3 Credits)

LL.M 521 Business Law (3 Credits)

LL.M 602 Civil Litigations (3 Credits)

LL.M 635 Corporations Law (3 Credits)

Homeland Security

Opting for the Homeland Security specialty immerses you in the intricacies of national security, emergency preparedness, and crisis management. Be aware that by selecting this specialty, you will not participate in the Estate Planning and Management or Conflict Resolution specialties.



LL.M 505 Contemporary Issues in Terrorism (3 Credits)
LL.M 511 Homeland Security and Terrorism in the United States (3 Credits)
LL.M 530 Preparedness in Response to Terrorism (3 Credits)
LL.M 600 Homeland Security and Personal Freedom (3 Credits)
LL.M 614 Interviewing and Investigation (3 Credits)

Conflict Resolution

Choosing the Conflict Resolution specialty directs your learning towards dispute resolution, negotiation tactics, and peacebuilding strategies. Keep in mind that this selection excludes the possibility of pursuing the Estate Planning and Management or Homeland Security specialties.

LL.M 500 Theory in Conflict Resolution (3 Credits)
LL.M 546 Conflict Resolution in the Workplace (3 Credits)
LL.M 551 Conflict Resolution and Communication (3 Credits)
LL.M 603 Conflict Negotiation and Mediation (3 Credits)
LL.M 660 Alternative Dispute Resolution (3 Credits)

***Each course is valued at three (3) credits except the thesis valued as 6 credits.
Total Credits required for LL.M. in any specialty is 24.***

Doctor of Philosophy (Ph.D.) in Law Program

The Doctor of Philosophy (Ph.D.) in Law program is designed to prepare candidates for careers as legal scholars and teachers.

This is the terminal degree in law program. Moreover, this program offers emergent scholars an opportunity to contribute to the development of law as an academic field, as well as an alternate pathway to teaching law in addition to other existing routes, such as fellowships, advanced degrees in cognate fields and legal practice.

Charisma University offers three areas of specialization from which the candidate must choose. These are International Law, Comparative Legal Studies and Terrorism and Counterterrorism.

To earn a Ph.D. in any of the specialized areas, students will complete 37 units of course work during their first year at the university. The curriculum as stated below includes Ph.D. core courses, the two required courses for the area of specialization, and any other four courses from the elective under the area of specialization.

At the successful completion of the qualifying oral examination, the student will be advanced to candidacy. The candidate will continue to write his/her dissertation valued as 15 Credits and will be required to attend a colloquium before the final oral examination. He/she is expected to finish the dissertation and be ready for the final oral examination on or before the end of 4 years after advancement to candidacy. The candidate is required to maintain active registration with the University at every academic session and work closely with his/her dissertation committee members approved by the faculty.

The Program includes opportunities for independent/directed study and research under the guidance of a law faculty advisor. In collaboration with the advisor, a student shall tailor the remainder of the Program to meet individual research goals and career aspirations, including the number of credits devoted to specialization courses and dissertation study topic.

Program Learning Outcomes

- Develop comprehensive research skills for a dissertation in a chosen legal field.
- Apply advanced legal knowledge to complex and novel situations.
- Write and publish high-quality legal research papers.
- Gain expertise in specialized areas of law, such as International Law, Comparative Legal Studies, or Terrorism and Counterterrorism.
- Prepare for advanced legal scholarship and teaching roles.



This program's duration is minimum of 3 years and maximum of 5 years.

CURRICULUM

Core Courses (13 Credits)

Students must complete all the required core courses (13 Credits).

LAW 938 Doctoral Dissertation Seminar I (6 Credits)

LAW 939 Doctoral Dissertation Seminar II (6 Credits)

LAW 961 Qualifying Oral Examination (1 Credit)

International Law Specialization

Ph.D. in International Law has a deep concentration in light of the variety of core and specialized topics relative to international law, such as, international trade law, international business transactions, international human rights law, laws of combat, immigration law, international criminal law, international environmental law, health law, International Criminal Law and so on. Students are expected to complete a well-researched paper, through personalized guidance and supervision of the dissertation committee, who have expertise in that area of law, set up for him/her.

International Law Specialization Core Courses (8 Credits)

International Law specialization students must complete all the two courses from this section.

LAW 801 International Law (4 Credits)

LAW 811 International Criminal law (4 Credits)

Electives (16 Credits)

International Law specialization students must complete four courses from the electives section.

LAW 803 Comparative Law (4 Credits)

LAW 805 International Human rights (4 Credits)

LAW 807 International Humanitarian Law (4 Credits)

LAW 809 Terrorism and Counterterrorism (4 Credits)

LAW 815 Environmental Law (4 Credits)

LAW 817 Intellectual Property (4 Credits)

LAW 821 Introduction to US Legal System (4 Credits)

LAW 829 Arbitration (4 Credits)



LAW 833 Directed Study (4 Credits)

Comparative Legal Studies Specialization

Comparative Legal Studies concentration is based on comparisons of law and norms of one or more Countries. This is to provide students with the opportunity to understand various legal contexts in comparison to what they have known under the American common law system. Students will have to analyze and compare laws of one or more Countries.

This concentration focuses on Comparative Legal Studies with an emphasis on opportunities for students to utilize the methodology of comparative law relative to the laws of a particular country or region. Therefore, students can choose two or more countries of their choice, which they want to carry out their legal research on.

Comparative Legal Studies Specialization Core Courses (8 Credits)

Comparative Law specialization students must complete all the two courses from this section.

LAW 801 International Law (4 Credits)

LAW 803 Comparative Law (4 Credits)

Electives (16 Credits)

Comparative Law specialization students must complete four courses from the electives section.

LAW 805 International Human rights (4 Credits)

LAW 807 International Humanitarian Law (4 Credits)

LAW 809 Terrorism and Counterterrorism (4 Credits)

LAW 811 International Criminal law (4 Credits)

LAW 815 Environmental Law (4 Credits)

LAW 817 Intellectual Property (4 Credits)

LAW 821 Introduction to US Legal System (4 Credits)

LAW 826 Immigration Law (4 Credits)

LAW 829 Arbitration (4 Credits)

LAW 833 Directed Study (4 Credits)

Terrorism and Counterterrorism Specialization

Specialization on terrorism and counterterrorism provides a deep understanding of the threats of terrorism and how best to respond to it in proper ways. Students are pursuing this concentration to gain insights into differences between terrorism, insurgency, and armed conflict. They will also learn about State actors, non-state actors as well as counter-terrorism measures. In the Terrorism and Counterterrorism concentration, students investigate the nature and history of terrorism, how terrorist groups succeed and fail, how terrorism is combatted, and how to respond to domestic and/or international terrorist campaigns. Thus, students learn a broad range of security methods and techniques, as well as develop the requisite analytical and policy skills.

Terrorism and Counterterrorism Specialization Core Courses (8 Credits)

Terrorism and Counterterrorism specialization students must complete all the two courses from this section.

LAW 809 Terrorism and Counterterrorism (4 Credits)

LAW 811 International Criminal law (4 Credits)

Electives (16 Credits)

Terrorism and Counterterrorism specialization students must complete four courses from the electives section.

LAW 801 International Law (4 Credits)

LAW 803 Comparative Law (4 Credits)

LAW 805 International Human rights (4 Credits)

LAW 807 International Humanitarian Law (4 Credits)

LAW 826 Immigration Law (4 Credits)

LAW 829 Arbitration (4 Credits)

LAW 833 Directed Study (4 Credits)

Total Credits required for Doctor of Philosophy (Ph.D.) in Law is 52.



School of Law Course Descriptions

FIN 215 The Law of Corporate Finance and Financial Markets (3 Credits).

Much of this course concentrates on management and accounting and the law-sensitive features of financial markets and financial services.

This course is designed to introduce students to business law that discusses and examines the fundamentals, such as liability, contracts, employment, regulation, and corporations.

LAW 801: International Law (4 Credits).

LAW 801 International Law introduces students to the law in its global context, which is highly essential in this age of transnational and inter-jurisdictional practice. The focus of this course is on international public law. Through this course, candidates learn about the evolution and nature of international public law, as well as the distinctive aspects of international legal reasoning. Other topics explored are sources of international law, with attention on the customary international law and the law of treaties; international fact-finding approaches and activities; participation in the international legal system; effective settlement and/or mediation of international disputes; state responsibility; jurisdiction; and immunity.

LAW 803 Comparative Law (4 Credits).

In this course, students learn about comparative law of different countries. Through the Comparative Law course, students develop skills in mining a large body of relevant domestic and foreign legal literature, which entails considerable research, comprehension, analysis, and interpretation. Students will also engage in the comparative study of other jurisdictions using a systematic process that starts with the identification of the purposes for comparison, and, building a methodological approach to accomplish those purposes. Comparative law introduces students to the major legal traditions of the world so that they can understand and critically reflect on both domestic and foreign legal rules, principles, theories, and institutions.

LAW 805 International Human rights (4 Credits).

This course introduces students to the theory, laws, and practice of human rights protection. This course is rooted in international law, yet

students are provided with opportunities to investigate the intersections between international and domestic human rights protections. This course starts with human rights theories and proceeds with the international human rights framework. Through this International Human Rights course, students will learn how to protect and enforce human rights, primarily using the lens of the United Nations' human rights frameworks. Students will be provided different opportunities to explore special interest topics, such as the human rights of Indigenous peoples, refugees, and women.

LAW 807 International Humanitarian Law (4 Credits).

International Humanitarian Law (IHL) protects civilians, non-combatants, and combatants and pertains to methods and means of warfare during armed conflicts. The rules covered in this course seek to balance the basic principles of humanity vis-à-vis military necessity. Also covered in this course are the principles of proportionality and distinction between military objectives and civilian objects, as well as prohibition against means of combat lead to unnecessary suffering and superfluous injuries – all of which form foundation for this body of law. This IHL course will discuss the four Geneva Conventions of 1949 with their additional protocols of 1977 and, Hague Regulations of 1907. Notably, IHL is a segment of the broader International Public Law.

LAW 809: Terrorism and Counterterrorism (4 Credits).

This course provides students with an understanding about the important aspects of the international legal framework that govern terrorism and counterterrorism laws on a global scale. Through this course, students explore developments in international public law and domestic spheres of select countries. Students learn to critically reflect on the nature, function, strengths and weaknesses of different counter-terrorism laws and mechanisms. Learners also learn about the evolution and current scope of terrorism-oriented international crimes as well as individual criminal justice relative to anti-terrorism laws.

LAW 811: International Criminal law (4 Credits).

LAW 811 provides a comprehensive overview of the emergent field of international criminal law. This course adopts historical, theoretical, and critical perspectives of international criminal law. In particular, students will learn about the fundamental principle of individual criminal responsibility and the international criminal tribunals that apply this said principle. LAW 811 also covers a theoretical focus on the rationales for punishment as well as for the establishment and operation of international criminal tribunals, the substantive law providing for accountability, the remedies available for holding entities accountable, and a critical view of current international criminal law.

LAW 815: Environmental Law (4 Credits).

Environmental Law is a course introducing students to theories and principles that underpin environmental law at the public international level. The course covers legal responsibilities and roles relative to the environment, the law and sustainable development, land-use law, prevention of harm laws, the principles of environmental protection, environmental justice, laws regarding climate change as well as, protection of biological diversity. In this course, emphasis is given on the procedure and substance of international environmental law.

LAW 817 Intellectual Property (4 Credits).

Through this Intellectual Property course, students learn the treatment of laws pertaining to patents, trademarks, confidential information, designs, and copyright, as well as understand the protections that law provides in respect of ideas, inventions, information, and other forms of creative effort. The course also aims to explore how the law must balance interests and protect investment while considering public welfare and technological developments. The course will explore the interrelationship of the different regimes of protection and will also consider practical issues arising in the commercialization or exploitation of intellectual property. Students completing this course should have a basic grounding in the law of the area, its limitations, policies, and objectives, including the basic features of the various systems of protection.

LAW 821 Introduction to US Legal System (4 Credits).

This course provides a thorough overview of the structure and operation of the legal system of the United States. Through this course, foreign-trained students will understand the workings of legal practice in the United States. This Introduction to the US Legal System explores the fundamental structure and operation of government in the United States, with emphasis on the judicial branch, and covers methods of crafting, finding, and enforcing the law in the United States. Students will learn about the foundational values of United States law, primarily, due process and equality.

LAW 823 Health Law (4 Credits).

This course introduces students to key legal and policy topics pertinent to the delivery of health care, as well as the performance of biomedical research. This course on Health Law covers key topics, such as legal underpinnings of the health care system; negligence and patient safety; consent to health care; privacy and confidentiality of health information; genetics; public health; human reproductive technologies; research involving human participants; and decision-making at the end of life.

LAW 826: Immigration Law (4 Credits).

Immigration Law takes students on broad socio-political and theoretical perspectives about how the movement of people around the world is regulated. Emphasis is on authority and justice, American law, and policy on immigration control as well as why these are currently contentious topics. Students are also introduced to the theoretical approaches on the global movements of people, encompassing State sovereignty and citizenship, as well as individual rights. The course also covers skilled and unskilled working visas, family visas, and student visas, as well as the application process and rights of review and appeal. Comparisons will be made with other overseas immigration laws and policies.

LAW 829: Arbitration (4 Credits).

This course on Arbitration focuses on the study of institutes and concepts pertinent to international commercial arbitration as private mechanism in resolving international commercial disputes, alternative to

the state court litigation. This course covers key aspects of international investment arbitration and inter-state arbitration. Students explore fundamental principles of international arbitration, autonomy of the arbitration agreement, arbitrability, impartiality as well as independence of arbitrators, among others. Moreover, through this course, students learn about the initiation of formal arbitration, pre-hearing processes for formal hearings; jurisdiction, completion of formal arbitration hearings, mediation, and other types of ADR approaches, and, the powers of the courts.

LAW 833 Directed Study (4 Credits).

This Directed Study course is a research or project-based course that a professor supervises, and which results in the students' important written document. This course is an opportunity for students to research their specific area of interest in law under the guidance of a professor. The students' selected subject matter will pertain to his or her research interests if these are in the field of law. Through this Directed Study, students will gain a supervised experience enabling them to acquire specialized expertise in a specific area of interest, analyze their selected topic in an in-depth manner, and produce a scholarly document.

LAW 938: Doctoral Dissertation Seminar I (6 Credits).

LAW 938 Doctoral Research Seminar I introduces students to the dissertation process. Through this course, doctoral candidates obtain a basic grounding in methodologies that are most appropriate for legal research and that are applicable to their respective works. In LAW 938, learners get a good grasp of how to formulate and develop questions that are appropriate for advanced legal research as well as design a research framework applicable to those questions. Overall, this course equips students with the requisite skills for complete independent legal research.

LAW 938: Doctoral Dissertation Seminar II (6 Credits).

LAW 938 Doctoral Research Seminar II is designed for advanced doctoral students seeking to enhance their research competencies from methods courses. Through this course, the students accomplish their

dissertation proposal writing, requiring them to be competent in research designs. Thus, they make judgments about matching the appropriate research designs to their chosen research problems. The course is divided into two parts. In the first part, students learn more about methodologies in relation to other pertinent chapters of the dissertation proposal and in the second part, they are required to complete that dissertation proposal.

LAW 938: Doctoral Dissertation Seminar III (6 Credits).

This course is the final Doctoral Research Seminar wherein students are required to research and write a supervised research dissertation of 12,000 words on an approved topic on law. The Dissertation will be completed and evaluated according to procedures approved the Dean of Law. Once enrolled in LAW 938 Doctoral Research Seminar III, students will have ongoing meetings with their designated supervisor or professor, based on a schedule to be determined between the individual student and supervisor. Students communicate with their supervisor through the usual portal at Charisma University. Although students receive close guidance, monitoring, feedback, and supervision, this course contains no regular classes. There are no scheduled learning activities and the student and supervisor or professor will initially agree on a provisional timetable for the submission of drafts. Since this course is equivalent to 6 units, students are expected to spend up to 10 hours a week during term time so that they can adequately prepare for their dissertation.

LAW 961 Qualifying Oral Examination (1 Credit).

At the successful completion of the core and elective courses, a student is required to complete an oral examination to be advanced to candidacy.

LL.B 200 Law of Contract I (3 Credits).

This course introduces students to different types of contracts and common law rules on enforceable agreements. It pertains to general controls imposed by various consumer laws, including remedies for

breach of contract, contract formation, privity of contracts, terms and interpretations, performance and termination, and vitiating factors.

LL.B 205 Law of Torts I (3 Credits).

This course provides students with a general introduction to the law of torts, focusing on negligence, encompassing duty of care, breach and standard of care; causation and remoteness; damages; defenses; and vicarious liabilities. The course covers a comprehensive range of other torts, such as trespass to person, land, goods, nuisance, and defamation.

LL.B 210 Legal Methods I (3 Credits).

This course introduces students to basic legal research and writing. Additionally, it prepares them for taking law examinations. The course also covers statutes interpretation and how laws respond to challenges and innovations impacting the legal profession. Discourse in this course includes legal research and writing, legal philosophies, precedents, legal reasoning, interpretation of statutes, legal education, and social change.

LL.B 215 Law of Contract II (3 Credits).

This course is the continuation of Contract I. It will continue to explore the fundamental principles of equity and statutory framework governing contractual relations. The focus will be on termination of contractual relations, remedies, and vitiating factors.

LL.B 220 Law of Torts II (3 Credits).

This course explores rules of law through which liability for civil wrongs is imposed. Law of Torts II covers common law and statutory law relevant to torts, encompassing defenses, remedies, and evaluation for damages. Critical theoretical perspectives and key policy issues pertinent to tort law will also be discussed.

LL.B 225 Legal Methods II (3 Credits).

This course covers procedural aspect of Legal practice in Commonwealth countries. Emphasis will be on the development of law, analysis, and synthesis of judicial precedents; and uses of legal reasoning.

LL.B 230 Criminal Law I (3 Credits).

This course introduces the criminal justice systems in the Commonwealth Countries, Principles of criminal responsibility, and classification of criminal offenses. Most of the semester is devoted to studying and analyzing practical situations, according to elements of crime and possible defenses thereto.

LL.B 235 Constitutional Law I (3 Credits).

This course covers topics on the constitutional systems of Commonwealth Countries. Discussions encompass the powers vested in the different arms of government, which includes constitutional interpretation, heads of power, legal relations between constitutional branches of government, and constitutional rights.

LL.B 240 Law and Legal System I (3 Credits).

This course prepares students for the substantive study of law, equipping them with requisite analytical skills to engage meaningfully with substantive legal topics they studied in previous semesters. Students are also introduced to the fundamental conception of the term "law" and global/comparative dimensions where domestic legal systems exist.

LL.B 300 Criminal Law II (3 Credits).

This course is a continuation of Criminal Law I. It further provides students with an understanding of the principles of substantive criminal law. Discussions cover applying these principles concerning significant crimes and defenses and doctrines of complicity and inchoate criminal liability.

LL.B 305 Constitutional Law II (3 Credits).

This course thoroughly explores the fundamental human rights enshrined in the constitution, such as freedom of speech, freedom of the press, the right to assemble and petition the government, free exercise of religion, as well as limitations on establishing a religion.

LL.B 310 Law and Legal System II (3 Credits).

This course is a predominantly skills-based course analyzing the Commonwealth Countries' legal system and institutions and practices, from a general understanding of the law, legal theory, and legal

reasoning. This course provides students with the knowledge, understanding, and abilities foundational to the entire Law degree.

LL.B 315 Legal Research and Writing (3 Credits).

This course builds on research skills developed during the degree program and will discuss various legal research and writing approaches, different research tools and methodologies, and guidance on how to formulate a research proposal.

LL.B 320 Equity I (3 Credits).

This course examines the origins of equity, as well as the principles that underpin equity and trust; students will critically evaluate the application of the said principles to factual circumstances, the manners by which these principles impact people in their daily lives, how these principles are reconciled with other principles that govern the establishment of express trusts, imposition of trusts by law, and the ways that equity and trusts law adapt to evolving social conditions.

LL.B 325 Evidence I (3 Credits).

This course critically explores the roles of evidence in a civil and criminal courtroom in consideration of due process. It covers topics that include standards and burdens of proof, witness competence, witness examination, and inadmissible evidence.

LL.B 330 Equity II (3 Credits).

This course is continuation of Equity I. The course will cover equitable estoppel, fiduciary obligations, express trusts, constructive trusts. Specific attention will be given to creating express trusts, rights, powers and duties of trustees; and remedies for breaches of trust and fiduciary obligations.

LL.B 335 Evidence II (3 Credits).

This course is continuation of Equity I. The course will cover equitable estoppel, fiduciary obligations, express trusts, constructive trusts. Specific attention will be given to creating express trusts, rights, powers and duties of trustees; and remedies for breaches of trust and fiduciary obligations.

LL.B 340 Logic and Clear Thoughts I (3 Credits).

This course teaches students the fundamentals of legal reasoning. It will equip students with necessary tools needed to articulate express legal positions by identifying and elaborating on valid and sound arguments; Logic and clear thoughts will also help students to understand the unique features of legal reasoning and the ways through which logic and rhetoric intertwine in legal discourse.

LL.B 401 Family Law (3 Credits).

This course will familiarize students with family law's general principles, such as marriage, succession, testaments, and family property. Students will also learn how to prepare legal documents for adoption, legal separation, divorce, marriage, annulment, child visitation, and custody.

LL.B 403 Public International Law (3 Credits).

This course explores how international law works and the extent to which the world is governed by international law. Also covered in this course are the definition of international law, its history and future, its goals and purposes, interpretation and application, and its relationship with domestic law.

LL.B 405 Logic and Clear Thoughts II (3 Credits).

This course advanced concepts of logic and various informal and formal methods of argument analysis. Students learn the crucial analytical tools for understanding and engaging critically with philosophical texts and write and reason systematically through this course.

LL.B 406 European Union Law (3 Credits).

This course explores EU institutions and law-making powers. It also examines the impacts of EU law on national law and its general effects for enterprises and individuals. Some topics covered in this course are the EU, political institutions structure and its' powers and the EU's judicial power.

LL.B 407 International Human Rights Law (3 Credits).

This course teaches students the pillars of human rights law and determines its major institutions and instruments. Moreover, through this course, students learn topics relevant to human rights conventions and other topical developments in this field.

LL.B 409 Intellectual Property (3 Credits).

This course explores the laws in the areas of trademarks, copyright, and patents. The discussion will also cover the international influences of intellectual property and the outcomes of harmonizing intellectual property and rights at the international level.

LL.B 410 Law of Advocacy I (3 Credits).

This course provides students with an in-depth understanding of evidence and advocacy in the context of civil procedure in local courts and small tribunals. Some topics covered in this course are structuring a civil case, proving a case in a local court or small tribunal, enforcement of court (post-judgment procedure), recovering of debts in a local court or small-claims tribunal.

LL.B 411 Employment Law (3 Credits).

This course introduces students to three main themes under employment law. These are employment status, employment contracts, and employment termination. Through this course, students will understand relevant employment laws in the Commonwealth Countries; and acquire a critical view of the law in broader social, economic, political, and historical contexts.

LL.B 413 Company Law (3 Credits).

This course explores materials about company law. Some topics covered are company law frameworks, corporate entities, corporate constitutions, and governance mechanisms, encompassing the directors' role, duties, and responsibilities. Attention will also be given to shareholder remedies and protecting creditors from directors' liabilities on insolvency.

LL.B 414 International Environmental Law (3 Credits).

This course explores international law's roles in addressing global environmental challenges, particularly climate change and biological diversity conservation. It covers relevant legal principles, concepts, and obligations relative to such problems, the scientific, political, economic, and social dimensions. Through this course, students can assess how

effective international environmental laws are in implementation and enforceability.

LL.B 415 Administrative Law I (3 Credits).

This course teaches the basic principles governing administrative action by courts and tribunals. Through this course, students learn to analyze the system of law and apply principles in complex factual situations. They also learn how to interpret statutes and apply same in solving legal problems.

LL.B 417 Alternative Dispute Resolution (3 Credits).

This course explores the theory and practice of ADR methods in Commonwealth Countries. Students will learn about how theories on ADR have applied and their implications. This course also explores ADR processes in the international environment.

LL.B 419 Comparative Law (3 Credits).

This course covers the comparative legal system of different countries. It presents classifications of the world's legal systems and their significant features and explores legal systems' notion within legal systems.

LL.B 420 Law of Advocacy II (3 Credits).

This course explores proof in legal proceedings. Employing problem-solving and practical/interactive role-plays, students will critically analyze the laws of evidence applicable to state and federal courts. Criminal procedures are examined, specifically, police investigation processes, prosecution, and defense obligations before and at trial.

LL.B 421 Commercial Law (3 Credits).

Commercial Law course teaches students about the fundamental rules of commercial law, encompassing formation, performance, and termination of contracts, consumer guarantees, torts, liabilities for unsafe products, and an introduction to e-commerce issues.

LL.B 423 Industrial and Labor Law (3 Credits).

This course explores industrial and employment law and industrial relations pertinent to legal advisers and law relative to jurisdictions.

Attention will also be given to legal issues involving employer and employee.

LL.B 425 Administrative Law II (3 Credits).

This course focuses on the rules of administrative law used for every jurisdiction and conceptions of administrative justice. The course covers relevant legal and non-legal frameworks. It provides students with requisite tools for undertaking a critical analysis of these frameworks' effectiveness to protect and promote administrative justice principles and, through these, constitutionalism, and the rule of law.

LL.B 426 Terrorism and Counterterrorism (3 Credits).

This course offers a broad view of national security law issues, with attention to terrorism and counterterrorism. Students will learn about national security, terrorist acts, institutional issues, practical issues, and thematic issues on terrorism through this course.

LL.B 430 Jurisprudence and Legal Thoughts I (3 Credits).

This course teaches students about the nature of law, legal reasoning, and core concepts that include morality, justice, goodness, and rights. Through this course, students explore the boundaries between law and politics; And law, morality, and ethics.

LL.B 435 Jurisprudence and Legal Thoughts II (3 Credits).

This course helps to shape students' thinking about law in general instead of teaching them to analyze in detail various legislation and cases that fall under a specific area of law. Through this course, students will critically examine the nature of law, its role in society, different perspectives, and law critiques.

LL.B 440 Legal Case-based Project (3 Credits).

This course effectively prepares students to write a legal long Essay. Through this Legal Case-Based Project course, students can select a legal researchable topic to test their understanding of the application of primary and secondary sources of law pertinent to the legal system of a country of their choice.

LL.M 500: Theory in Conflict Resolution (3 Credits)



The course explores diverse types of conflicts. Emphasis is given to theories that explain the nature of conflicts, why they develop, how they are managed, and the strategic ways to resolve them. The course studies conflict resolution from various perspectives, such as social psychology, political science, sociology, and international relations. Aside from a theoretical understanding of conflict resolution, students also learn about specific conflicts, and the different and alternative approaches used to understand, analyze, and resolve them.

LL.M 505 Contemporary Issues in Terrorism (3 Credits)

LL.M 505 Contemporary Issues in Terrorism provides post-graduate students with the critical tools needed for understanding how state regimes respond to terrorist violence and how the law itself can unleash regimes of terror. This course engages with political, legal, and psychological issues relative to terrorism. This way, students learn about the relationships between law, justice, public and private perspectives, as well as law enforcement.

LL.M 511: Homeland Security and Terrorism in the United States (3 Credits)

This course explores the phenomenon of terrorism as it relates to the United States. In particular, the attacks on the United States on Sept. 11, 2001 and the subsequent establishment of a formal U.S. Department of Homeland Security will be studied in the context of global terrorist threats and the more general concept of homeland security. Emphasis is on legal perspectives that would allow students to critically assess terrorist threats and the range of legal responses available in the United States. Historical foundations will also be explored.

LL.M 513: Probate & Real Estate Law (3 Credits)

This course examines the transfer of assets, trusts, wills, gifts, administration of descendants' estates, federal and state taxes, and administrator's responsibilities. Students will be exposed to the practical application of estate planning. Through this course, students develop an understanding on key topics that would equip them as entry-level lawyers who provide practical advice to clients, draft simple wills,

administer deceased estates, as well as determine solutions regarding wills and estates.

LL.M 519: Contracts.

LL.M 519 Contracts is designed for international students of law and thus, focuses on essential facets of drafting, interpreting, analyzing, and enforcing international contracts. Through this course, students are provided an overview of different contracts used in international trade. Students are introduced to the fundamental principles and regulatory framework of international contracts. Throughout this course, students develop critical analytical and practical skills in drafting, reviewing, and interpreting international contracts, as well as resolving international commercial disputes.

LL.M 521 Business Law.

LL.M 521 Business Law is a course through which students learn the fundamental legal concerns that may arise when making business decisions and how these legal concerns are addressed. Topics covered in this course are the potential liabilities of businesses and third parties, the rights of these parties, and the legal ways through which business should be organized. As a post-graduate course, LL.M 521 Business Law focuses on the context of international businesses, including transnational and multinational corporations. Although domestic law may apply to such businesses, international legal principles are equally important. Therefore, this course orients students to the background of international business law and legal frameworks of international business regulations. Students also learn about specific areas relevant to international business, including contracts, competition law, foreign investment law, insolvency, and international business dispute resolution.

LL.M 530: Preparedness in Response to Terrorism.

LL.M 530 Preparedness in Response to Terrorism analyzes the historical, current, and future preparedness in the United States as response to foreign and domestic terrorism. In this course, students explore threats of various types of terrorism on communities, including, threats such as

weapons of mass. Accordingly, students develop proficiency in crafting preparedness-oriented response plans for proactive and reactive incidents. Moreover, students explore activities of state, local, and federal preparedness programs, including, intelligence gathering and funding of responses.

LL.M 546: Conflict Resolution in the Workplace.

LL.M 546 Conflict Resolution in the Workplace explores conflicts that develop in the workplace and how these conflicts can be effectively resolved. Through this course, students will learn the requisite skills for managing conflict in the workplace, conflict resolution strategies and techniques, preventing organizational conflicts, and using collaborative approaches to resolve conflict. This course also investigates the role of power in organizational conflicts, the design of dispute resolution systems in the workplace, as well as the importance of teamwork in resolving workplace conflicts.

LL.M 551: Conflict Resolution and Communication.

LL.M 551 Conflict Resolution and Communication explores constructive conflict resolution from the perspective of communication. In particular, the communication perspective in this course emphasizes the message as the locus of conflict resolution practice and research. Topics covered in this course are approaches to, and theories in, communication used for conflict resolution at the organizational, community, and international levels.

LL.M 559: Legal Research and Writing.

LL.M 559 Legal Research and Writing is designed to help develop students' skills in scholarly research and writing in the field of law. This course covers topics such as the components, ethics, and phases of a major research project, theoretical approaches to the study of law and how these shape a project; strategies in reading and writing; providing and receiving feedback; explain and support their own legal analysis; and, edit their writing for clarity and conciseness. Students also learn to research and write objective memoranda of law using appropriate format, organization, and citations.

LL.M 600: Homeland Security and Personal Freedom.

LL.M 600 Homeland Security and Personal Freedom explores homeland security as a path to freedom and justice at the global level. This course introduces students to concepts, institutions, as well as policy issues of security as they relate to homeland security provided by legal frameworks and interior and home ministries (or departments) around the world, to ensure citizens' personal freedom. Through this course, students gain a comparative perspective by exploring how other countries organize internal security functions and how they formulate and implement policies to address threats to freedom, including terrorism. This course substantially covers counterterrorism, law enforcement institutions and strategies, border security, emergency preparedness, and military and civil authorities.

LL.M 602: Civil Litigations.

LL.M 602 Civil Litigations provides an understanding of civil litigation practice and enables students as entry-level lawyers to perform civil litigation in first-instance matters, timely and cost-effectively. This course is not meant to be a refresher course in civil litigation but instead, builds on academic knowledge in practical settings. Topics covered in this course include initiation of claims and pleadings, interlocutory applications, disclosures, collecting and presenting evidence, settlement, and enforcement.

LL.M 603: Conflict Negotiation and Mediation.

LL.M 603 Conflict Negotiation and Mediation is built upon the foundations of conflict resolution, peace, and restorative justice. This course enables students to develop skills required by professionals in conflict resolution through negotiation and mediation. Through this course, students learn the fundamental distinctions between negotiation and mediation, as well as the ethical, perceptual, cognitive, and emotional issues in negotiation and mediation involving multiple parties. Other topics covered in this course are conflict analysis, negotiation and

mediation planning, negotiation and mediation skills, and impasse resolution.

LL.M 614: Interviewing and Investigation.

LL.M 614 Interviewing and Investigation explores the requisite knowledge and skills for ethically collecting accurate, voluntary, and reliable information from witnesses, victims, and suspects. Through this course, students learn interviewing methods and techniques that law enforcers can utilize to collect information that can be corroborated and used for advancing an investigation. This course also addresses the appropriate laws, such as the subject's human rights, and perspectives from psychology, communication, regulatory frameworks, and counterterrorism.

LL.M 635: Corporations Law.

LL.M 635 Corporations Law is designed as an advanced course on corporate law. Rather than focus on basic laws pertinent to corporations, this course instead explores the theories and practice of managing corporate behaviour through legal techniques. Examples of theories covered in this course are deterrence, economic rational acting, responsive regulation, from the perspectives of behavioural psychology and ethics. Through this course, students learn about various models that enable private enforcement of law by means of litigation in the United States, the European Commission's enforcement of competition law, and important reform of policies on the enforcement of regulatory laws in the United Kingdom.

LL.M 660: Alternative Dispute Resolution.

The course explores Alternative Dispute Resolution as an essential approach to resolving disputes apart from the conventional litigation. Through this course, students gain advanced learning in conflict theory, and opportunities to recognize and critically assess other forms of dispute resolution to equip them in identifying the appropriate medium to resolve a conflict. The crucial aspects of negotiation, mediation, arbitration, and other primary dispute resolution options are also covered. This course examines ADR at the global level.



PLG 100: Introduction to Paralegal Studies.

PLG 100 Introduction to Paralegal Studies introduces students to the crucial elements of the paralegal profession, the roles of the paralegal in the law firm, and the American legal system. In studying the American legal system, students learn about civil litigation, criminal laws and procedures, the appeals process, and substantive legal matters, including tort, contracts, and property laws. Students also learn salient topics about working in a law office, including legal research, identifying the appropriate law, critical reading, and writing, synthesizing the law, and applying the law.

PLG 115: Civil Procedure.

PLG 115 Civil Procedure focuses on the civil litigation process through which parties can assert their legal rights by going to court. This course explores the rules and norms governing noncriminal cases in which the parties involved may be private individuals and government entities. Through this course, students learn the critical factors in the litigation process, such as the stages of litigation, determining the authority of court or courts in disposing of cases presented, and the applicable substantive rules of law. Students also learn the territorial limitations on the exercise of judicial power, the principles that determine the consequences of a court decision after a case, and alternatives to this highly formalized method of dispute resolution. This course focuses mainly on civil procedures in England and the United States.

PLG 126: Family Law.

PLG 126 Family Law introduces students to family law, including case law and salient statutory laws, to inform their future paralegal practice. Through this course, students learn the legal definition of family, constitutional limitations on the regulation of families, formal and informal marriage, same-sex unions and divorce, the parent-child relationship, parenting and custody, alimony, division of properties upon divorce, child support, dispute resolution mechanisms, and domestic violence. This course also covers legal ethics in the practice of family law.

**PLG 215: Criminal Law.**

PLG 215 Criminal Law examines the foundations and elements of substantive and procedural criminal law in the United States. This course explores the dimensions of crimes to inform paralegal practice, encompassing topics such as actus reus and mens rea, the nature of crime, general principles of criminal liability, criminal defenses, and inchoate offenses. Through this course, students also learn about the history of criminal law, common law formulations, offenses contrary to public morality, and the enactment and application of criminal laws.

PLG 220: Using Computers in the Law Office.

PLG 220 Using Computers in the Law Office explores the two-fold relationship between computers and the law, the knowledge of which is essential for paralegals. The first relationship explored in this course includes laws on computers and other information technologies and their regulation. The second relationship pertains to legal informatics, examined in this course as well, so that students learn how to use information technologies for the law. Through this course, students learn these relationships based on the rationale that paralegals interpret and apply legal norms that directly or indirectly address how the said technologies are designed and used. Only through knowledge of the basics of these technologies can paralegals become aware of the opportunities and risks involved in using them and of their impact on legal values. This course allows future paralegals to understand the opportunities for the use of these technologies in legal activities.

PLG 225: Worker's Compensation Law.

PLG 225 Workers' Compensation Law explores the essential aspects of different laws around the world that pertain to employees' compensation for injuries or diseases in the workplace. This course examines the histories and purposes of such laws, coverages, benefits provided, claims, and with particular emphasis on employers' liability. Through this course, students also learn how workers' compensation laws impact the rights of individuals to alternative remedies, including tort or discrimination claims. The comparative approach of this course

adequately prepares international students for a global perspective on workers' compensation laws.

PLG 230: Bankruptcy Law.

This course introduces students to a global perspective on corporate bankruptcy law. Although emphasis is given to the United States, this course's global perspective adequately prepares students of paralegal studies for a broad range of legal issues and remedies pertaining to bankruptcy. Through this course, students adopt an analytical and practical approach to bankruptcy laws. Doing so provides deep insight into various topics, such as corporate insolvency legislations, corporate rehabilitation proceedings, informal workouts, employee rights, creditor protection, judicial and administrative institutions, and the cross-border insolvency proceedings.

PLG 245: Legal Terminology.

PLG 245 Legal Terminology introduces students to contemporary English Legal Terminology and the different Latinate word parts used in the polysyllabic vocabulary of the English law language. Through this course, students also learn strategies to generate useful translations of complex English words with Latin origins and the concepts they entail. Students also learn legal terminology for civil and criminal litigation, commercial law, torts and personal injury, contracts, and corporations. Comparisons are also made between legal terminology in England, the United States, and the European Union.



School of Education



Charisma University established the School of Education to provide advanced instruction in literature philosophy, the sciences, and arts, and to give professional and technical training. Further, an additional aim of the University in establishing the School of Education was to develop the students as professional educators, researchers, and as potential administrators. To achieve its goal, the School of Education has a broad-based curriculum that balances technical training and practical problem solving.

Bachelor of Education (B.Ed.)

The Bachelor of Education program is designed for individuals aspiring to build their careers in the education sector. This program equips students with comprehensive knowledge and skills for various educational settings – Elementary, Middle, High School, and Post-Secondary institutions. Graduates are prepared for roles in teaching, administration, or support within these educational environments.

Program Learning Outcomes

- Deliver effective instruction across diverse subjects to K-12 students in private schools.
- Utilize acquired knowledge and skills for efficient management and operation as an administrator in a private school setting.
- Foster a learning environment that accommodates individual needs and abilities, adapting to various challenges.
- Develop a deep understanding of societal diversity, including ethnicity, socioeconomic status, gender, and disability, and its impact on education.
- Demonstrate exceptional interpersonal and communication skills, both verbal and written, essential for educators.
- Gain the necessary knowledge and abilities to design, implement, and evaluate educational programs, curricula, and classroom practices.
- Obtain a comprehensive view of education, reflecting on and engaging with current educational issues both nationally and internationally.
- Understand and embrace teaching as a multifaceted endeavor encompassing craft, career, process, and profession.
- Commit to ongoing professional and personal growth within the field of education.
- Deepen understanding of the fundamental aspects of learning, including learners, schools, teachers, curriculum, and the broader cultural and historical context.
- Emphasize the significance of key teaching attributes such as knowledge, diversity, relationship-building, authenticity, integrity, and thoughtfulness.
- Appreciate the universal elements of learning, fostering an open-minded worldview that respects others and critically examines one's own biases shaped by education, family, and societal values.

Core Courses (42 Credits)

Students must complete all the required core courses (42 Credits). Each course values as three (3) credit

B.Ed 100 Introduction to Teaching
B.Ed 101 Human Development
B.Ed 115 Educational Psychology
B.Ed 133 Teaching/Learning Process
B.Ed 200 Classroom Evaluation
B.Ed 201 Classroom Management
B.Ed 215 Student Assessments
B.Ed 220 Educational Problem-solving
B.Ed 245 Educational Decision-making
B.Ed 250 Education Law
B.Ed 263 School Organization and Management
B.Ed 300 Educational Leadership and Supervision
B.Ed 301 Educational Project Planning
B.Ed 302 Educational Planning and Development
URES 499 Capstone Project for Undergraduate Studies

Electives Section A (9 Credits)

Students must complete three courses from Electives Section A. Each course values as three (3) credit.

B.Ed 305 Introduction to Learning Disabilities
B.Ed 308 Approach to Special Needs Students
B.Ed 463 Learning and Behavior Problems

Electives Section B (6 Credits)

Students must complete two courses from Electives Section B. Each course values as three (3) credit.

B.Ed 311 Educational Administration
B.Ed 165 Curriculum Studies
B.Ed 181 Education and Society

Electives Section C (6 Credits)

Students must complete four courses from Electives Section C. Each course values as three (3) credit.

B.Ed 400 Introduction to Non-formal Education
B.Ed 401 Adult Learning
B.Ed 425 Community Education



B.Ed 185 Introduction to Urban Education

B.Ed 431 Introduction to Multicultural and Multiethnic Education

Electives Section D (6 Credits)

Students must complete two courses from Electives Section D. Each course values as three (3) credit.

B.Ed 451 Introduction to Counseling and Guidance

B.Ed 478 Vocational Guidance and Placement

B.Ed 472 Cooperative Learning

Total Credits required for Bachelor of Education is 120. This includes 51 credits from general education courses.

Master of Education (M.Ed.)

The Master of Education program is designed for students seeking advanced studies in the field of education. Tailored for teachers, administrators, and support personnel, this program equips individuals to excel in elementary, high school, and post-secondary educational institutions. Focused on cultivating necessary skills and knowledge, it prepares professionals to thrive in various educational roles and settings.

Program Learning Outcomes

- Create a final thesis or project using evidence-based and best practices within a K through 12 school environments.
- Demonstrate the ability to work in an administrative capacity in a K through 12 school environments through the application of learned strategies.
- Understand the roles of parent groups, community groups, school boards, and governmental agencies in the day-to-day operation of schools.
- Integrate expertise and knowledge into educators' practice in their educational environments.
- Participate in lifelong learning that enhances educational practice.
- Empower students as learners and cultivate a voice in the profession, becoming trailblazers in educational change.
- Develop problem-solving skills to address complex issues in the school setting.
- Perform and support scholarly research addressing critical regional and national education issues.
- Obtain training in research methodology and design to guide significant educational research.
- Develop collaborations with educational agencies, scholars, and institutions to respond to national educational needs.
- Engage in national and international collaborations to provide service to the field of education.
- Cultivate skills required by professional educators to address the educational, social, and psychological needs of the entire range of exceptionality, from the gifted to the severely disabled.

Course Requirements

Foundation Courses (12 Credits)

Students must complete all the required foundation courses.

MEd 514 The sociology of education
MEd 558 Politics and philosophy of education
MEd 604 Cultural and multicultural educational studies
MEd 612 Teaching and learning

Educational Leadership Courses (6 Credits)

Students must choose and complete two courses from leadership courses.

MEd 623 Instructional leadership in schools
MEd 635 Schools improvement implementation
MEd 640 Leadership in teaching

Educational Research-Based Courses (6 Credits)

Students must choose and complete two courses from research-based courses.

MEd 661 Introduction to quantitative methods in educational research
MEd 667 Design in educational research
MEd 675 Educational qualitative research methods

Educational Field Work Courses (6 Credits)

Students must complete all the fieldwork courses.

MEd 680 Research and educational practicum
MEd 681 Educational internship

Thesis Course (6 Credits)

GRES 690 Master's Thesis (must be taken at the last semester of the program,
valued as 6 credit(s))

Total Credits required for Master of Education is 36.

Master of Education (M.Ed.) with TESOL Emphasis

The Master of Arts in Education with TESOL Emphasis is tailored for educators aspiring to specialize in teaching Second Language Learners. This program equips students with specific strategies employed by effective TESOL/TESL/ESL teachers globally, preparing them for roles in both public and private schools and colleges. The emphasis is on creating effective lessons, developing assessment tools, and acquiring leadership skills to lead ESL programs.

Program Learning Outcomes

- Create effective lessons incorporating listening, speaking, reading, and writing activities for Second Language Learners at elementary, high school, and college levels.
- Develop appropriate assessment tools/tests for Second Language Learners.
- Acquire the skills needed to lead and administer ESL programs in schools and colleges.
- Research and analyze current trends in Second Language Learning, applying this information successfully as an administrator in an ESL school setting.
- Discuss and critique multiple research methods and traditions.
- Comprehend the basic principles of research design.
- Formulate investigative research questions pertaining to concerns in first and second language acquisition and use.
- Define, discuss, and exemplify key terms and concepts, including internal and external reliability and validity, psychological constructs, and statistical inference.
- Understand basic statistical procedures and match them with a range of experimental research designs.
- Critique and discuss various data collection methods and procedures, including elicitation, introspection, questionnaires, diary studies, participant and non-participant observation, interviews, linguistic and discoursal analysis.
- Suggest appropriate designs for a range of research issues, questions, and concerns.
- Align theoretical studies with practical application.



- Gain work experience through a practicum course.
- Emphasize the cultural, political, and ethical implications of teaching in an era of intense globalization.

Course Requirements

Foundation Courses (21 Credits)

Students must complete all the required foundation courses. Each course values as three (3) credits.

MATESOL 601- Cross-Cultural Competency
MATESOL 602- Theory of Second Language Acquisition
MATESOL 603- Principles and Theory of Linguistics
MATESOL 604- Using Technology with Second Language Learners
MATESOL 605- Teaching, Reading and Writing to Second Language Learners
MATESOL 606- Teaching Listening and Speaking to Second Language Learners
MATESOL 607- Seminar in Research Methods

Thesis (6 Credits)

GRES 690 Master's Thesis (must be taken at the last semester of the program, ***valued as 6 credit(s)***);

Elective Courses (9 Credits)

Students must complete three courses from electives. Each course values as three (3) credit.

MATESOL 608- Seminar in TESOL Research and Pedagogy
MATESOL 609- Designing Instruction for Second Language Learners
MATESOL 610- Techniques in Teaching English as a Foreign Language
MATESOL 611- Introduction to Sociolinguistics
MATESOL 612- Teaching English to students in Grades K through 12
MATESOL 614- Teaching English to Adults

Total Credits required for Master of Arts in Education-TESOL emphasis is 36.

Doctor of Education (Ed.D.) with specialization in Higher Education

The Doctor of Education with Specialization in Higher Education is an advanced terminal graduate degree program tailored for those aspiring to become administrators and catalysts for change in post-secondary schools, colleges, and universities worldwide. This program equips students with essential strategies and skills to navigate the complexities of higher education administration.

Program Learning Outcomes

- Create evidence-based research on academic or educational topics, encompassing proposal development, literature research, and data analysis.
- Demonstrate effective strategies employed by administrative staff members in universities and colleges.
- Analyze crucial research, financial, and budgetary data used by administrators in higher education institutions.
- Understand the role of philanthropic foundations in the overall operation of universities and colleges.
- Recognize the roles of Boards of Trustees, Regents, and governmental agencies in the day-to-day operation and accreditation procedures of higher education institutions.
- Promote the advancement of learners' knowledge based on research applicable to the professional practice and leadership in education.
- Pursue advanced scholarship and personal leadership goals in their areas of interest.
- Intellectually explore practical solutions for issues, challenges, and problems confronting education today through the doctoral dissertation project.
- Analyze issues, challenges, and problems confronting education today through an advanced understanding of social, cultural, organizational, and ethical/justice issues.
- Guide the development of education in a dynamic, complex, and diverse society.
- Promote equity and create transformational change through scholastic achievement.
- Focus on issues, practice, and research in the field of higher education.



- Foster scholarly inquiry in areas of intellectual and professional interest.
- Provide highly individualized experiences to achieve individual career goals.
- Cultivate analysis and problem-solving skills and expertise.

Course Requirements

Course Outlines

Ed.D 818 Student Assessment
Ed.D 860 Conflict Resolution In Higher Education
Ed.D 872 Laws and Ethics In Higher Education
Ed.D 891 Higher Education Assessment
Ed.D 800 University and College Educational Administration
Ed.D 811 Fundraising Management
Ed.D 836 Financing and Access to Higher Education
Ed.D 855 Legal Aspects of Philanthropy
Ed.D 912 Internship in Student Affairs
Ed.D 933 Practicum in Higher Education
Ed.D 947 Seminar in Higher Education
Ed.D 901 Doctoral Seminar in Research Methods

Comprehensive Examination (1 Credit)

Students intending to pursue doctoral degrees must take and pass a comprehensive examination after they have completed their non-dissertation courses. This requirement is a prerequisite of the dissertation courses. One of the purposes of this examination is to sufficiently assess students' full knowledge on the dissertation title they wish to research.

Dissertation Courses (14 Credits)

The following courses in dissertation are all required for graduation from Doctor of Education with concentration in higher education program. Dissertation must be taken when all the non-dissertation courses are completed. No more than one dissertation course should be taken per session.

Ed.D 960a Dissertation - Practical Research I (Proposal)
Ed.D 960b Dissertation - Practical Research II (Review of Related Literature & Methodology)
Ed.D 960c Dissertation - Practical Research III (Data Collection & Analysis)
Ed.D 960d Dissertation - Practical Research IV (Dissertation complete and Oral Defense)

Each non-dissertation and dissertation course are valued as 4 credits with the exception of dissertation complete and oral defense which is valued as 2



credits; comprehensive examination is valued as 1 credit. Total Credits required for Doctor of Education with concentration in higher education is 63.



School of Education Course Description

B.Ed 100: Introduction to Teaching.

B.Ed 100 Introduction to Teaching introduces students to the teaching profession. Through this course, students learn about the social and historical contexts of teaching, preparing educational materials, the realities of teaching as a career, developing a teaching philosophy and making a difference as a teacher. Other topics covered in this course are education law, policy, standards, and politics, how these impact their chosen profession, and the importance for teachers to learn about learners. Moreover, students are encouraged to reflect on their interest in education, develop connections with other future educators, and explore leadership roles for which they can aspire.

B.Ed 101: Human Development.

B.Ed 101 Human Development provides students with detailed insight into human development and learning within an education paradigm for children and young adolescents. This course emphasizes human development in psychology and the critical points for learning. This allows students to develop their understanding of the human growth process relative to the diverse learning styles and needs of children from birth through to young adolescence. Topics in this course are organized into theories that inform current knowledge about development and learning and how such theories and research inform teaching and learning within the contexts of rapidly changing environments.

B.Ed 115: Educational Psychology.

B.Ed 115 Educational Psychology introduces students to the psychological foundations of education, focusing on theory, research, and practice. Through this course, students learn about learning theories, learners' characteristics, intelligence, language, memory, motivation, individual differences, engagement, and inclusive and special education. This course emphasizes human learning, making it appropriate for education students.

B.Ed 133: Teaching/Learning Process.

B.Ed 133 Teaching/Learning Process introduces students to effective teaching and learning strategies. Through this course, students analyze different instructional approaches; ways of engaging with student learning; and strategies to plan, implement, and evaluate teaching and learning programs. This course highlights the historical and philosophical perspectives of the learning and teaching processes. Other topics covered include the context of schooling, assessments, and educators as learners and leaders.

B.Ed 165: Curriculum Studies.

B.Ed 165 Curriculum Studies introduces students to theories and approaches to the relationship between curriculum goals and instructional strategies. This course emphasizes analyzing different instructional models to meet learning expectations embodied in curriculum goals and core curriculum content standards from preschool to high school. Topics covered in this course include theories underpinning instructional strategies based on curricula, teachers' involvement in national curriculum standard-setting, curricula, and instruction for students with learning needs, and challenges and opportunities in the field.

B.Ed 181: Education and Society.

B.Ed 181 Education and Society adopts a sociological perspective and situates the roles of teaching and schooling in society. This course helps students understand the broader context of schooling and its social and cultural impacts, with attention to equality and well-being. Through this course, students learn about the varying perspectives and theories on education and society, social processes, and practices of and surrounding education, and inequalities and resistances, at a global level.

B.Ed 185: Introduction to Urban Education.

B.Ed 185 Introduction to Urban Education explores major issues in urban education, such as poverty, racial and ethnic diversity at the primary and



secondary levels, and strategies to improve academic achievement in urban schools. This course teaches students about social, political, cultural, and educational research and theory that apply to urban education. This course also covers strategies to improve urban education at the classroom, school, and policy levels.

B.Ed 200: Classroom Evaluation.

B.Ed 200 Classroom Evaluation explores the assessments teachers make based on evidence to be able to establish, organize, and monitor classroom characteristics. These classroom attributes include student learning, interpersonal relationships, social adjustment, instructional design and content, and classroom climate. Through this course, students learn the tasks teachers must undertake to evaluate the classroom. This course is designed to follow the progression of teachers' classroom evaluation, from organizing the classroom as a social setting to planning and delivering instruction to the formal assessment of student learning, to grading, and finally to providing results and feedback to students. Therefore, this course covers a broad range of evaluation approaches and tools.

B.Ed 201: Classroom Management.

B.Ed 201 Classroom Management explores best practices in classroom management, including the organization of time, materials, and classroom space as well as teacher strategies to manage individual and large group student behaviors, transitions, and other arrangements for classrooms in general and special education. Through this course, students will learn about approaches for creating and teaching expectations and rules, establishing procedures and structure in the classroom, actively engaging students, and managing misbehavior. Approaches in providing individualized behavior support are also an essential facet of this course.

B.Ed 215: Student Assessments.

B.Ed 215 Student Assessments examines assessment practices and strategies to improve students' learning and enhance teachers' performance. In this course, attention is particularly given to types of



assessments, standardized tests, and developmental screenings administered to the 21st-century student. Other topics covered in this course are measurements used for assessing the learning of students with special educational needs and learners from culturally different backgrounds.

B.Ed 220: Educational Problem-solving.

B.Ed 220 Educational Problem-Solving prepares students for real-world careers and challenges in the field of Education, equipping them with 21st-century skills in critical thinking to improve problem-solving. Through this course, students gain confidence and broaden their knowledge as educators and teachers in adopting various techniques and methods in critical thinking and problem-solving. Topics covered in this course include critical thinking strategies and applications, intellectual standards as guidelines for critical thinking, the nature of argument, and language and thought.

B.Ed 245: Educational Decision-making.

B.Ed 245 Educational Decision-Making explores the requisite theoretical knowledge and practical skills for decision-making among educators and teachers. Through this course, students learn about decision-making in situations requiring teachers to make decisions. Other topics covered in this course are simple and complex decision-making models, political and organizational dynamics of teacher decision-making, data-driven decision-making, emotion and affect in decision-making, and ethical decision-making. In this course, students also learn about under-studied issues in decision-making and how teachers can address such issues.

B.Ed 250: Education Law.

B.Ed 250 Education Law focuses on legal issues that emerge in elementary and secondary schools in the United States. Through this course, students explore legal reasoning and analysis as well as examine a range of contemporary legal issues in school contexts. Topics covered in this course include lawmaking relative to public education, laws affecting curricula, students' rights, laws addressing

special learning needs, teachers' Constitutional and statutory rights, safety in schools and employment laws for faculty and school staff.

B.Ed 263: School Organization and Management.

B.Ed 263 School Organization and Management introduces students to organizational and management approaches for schools. Through this course, students learn the fundamental concepts, theories, principles, and processes related to the functional areas of management as applied to schools as organizations. Topics covered in this course include schools as work environments, organizational culture, management strategies, leadership, decision-making, and strategic planning.

B.Ed 300: Educational Leadership and Supervision.

B.Ed 300 Educational Leadership and Supervision explores the factors surrounding effective leadership and supervision theories that lead to school improvement and quality education. Through this course, students learn about leadership and supervisory approaches at the individual and school levels. Topics covered in this course include leadership theories applied to schools and education, supervision for learning, culture and change, mentoring, ethical leader and supervisor practices, and educational and supervision policies and standards.

B.Ed 301: Educational Project Planning.

B.Ed 301 Educational Project Planning provides an introduction to empirical research and a range of research methodologies commonly used in the field of education. Through this course, students would develop skills for locating, understanding, evaluating, and interpreting qualitative and quantitative educational research. These skills will be assessed in this course through a major research project using either a quantitative or qualitative method. Topics covered in this course include philosophical perspectives in educational research projects, research design, critical approaches, and various quantitative and qualitative methods.

B.Ed 302: Educational Planning and Development.

B.Ed 302 Educational Planning and Development explores curriculum development based on principle-driven actions and processes that guide and promote meaningful learning experiences. This course equips students with the knowledge on planning and developing curricula based on learning theory and empirical evidence to ultimately ensure high quality and impactful learning. Through this course, students learn how to design curricula with clear goals and objectives, in consideration of student diversity and other external influences.

B.Ed 305: Introduction to Learning Disabilities.

B.Ed 305 Introduction to Learning Disabilities introduces students to special education for students with learning disabilities. This course offers students opportunities to critically analyze various frameworks, theories, and legislation influencing the historical development of the field, as well as evidence-based approaches to inclusive classroom practices. Topics covered in this course include an overview of the field of learning disabilities, student study team processes, classroom management for teachers, and specific instructional strategies for students with learning disabilities.

B.Ed 308: Approach to Special Needs Students.

B.Ed 308 Approach to Special Needs Students explores the special learning needs of students with attention deficits (with or without hyperactivity), learning disabilities, developmental delays, behavior problems, dyslexia, autism, multiple disabilities, and other distinctive disorders. In this course, students learn about legislation and policy, educational theories, and teaching strategies applied to the classroom of such learners. Moreover, students learn about how to describe individual deficits and craft an educational plan that accommodates the said learners' special needs. Other topics covered in this course are inclusive education, organization of schools for inclusive special education, working with parents of children in inclusive special education, and skills for collaborating with professionals and parents.

B.Ed 311: Educational Administration.

B.Ed 311 Educational Administration introduces students to educational administration theory, education policies, leadership, and change. This course critically examines a broad range of topics essential to administration, and their application to the educational field. Through this course, students learn about the significant historical developments in the field at a global level and varying theoretical perspectives. This course covers organizational administration, educational leadership and administration, resource management, administrative authorities, and systems approach to educational administration.

B.Ed 400: Introduction to Non-formal Education.

B.Ed 400 Introduction to Non-formal Education introduces students to the processes and constructs of non-formal education. Students will discuss several alternative approaches to program and curriculum evaluation in non-formal education sectors, with a focus on the integration of theory and practice.

B.Ed 401: Adult Learning.

B.Ed 401 Adult Learning provides students with foundational knowledge and skills in adult learning. This course introduces students to andragogy, theories, and concepts of learning applied to adult learners, learning styles, and motivation in adult education programs. Other topics include adult literacy and diversity, learning in teams and groups, and consulting skills in an adult learning environment.

B.Ed 425: Community Education.

B.Ed 425 Community Education introduces students to theories and practices of community education. This course explores foundational ideas relevant to community education, including diversity in communities and the importance of empowerment, inclusion, citizenship, and participation. Other topics covered in this course include community resources for schooling and learning, pedagogies for community-based learning and teaching, and global approaches for community education.

B.Ed 431: Introduction to Multicultural and Multiethnic Education.

This course explores multicultural education by emphasizing the historical, philosophical, and sociological foundations of education, with attention to the role of multi-ethnicity in the history of the United States and its education system. This course teaches students about multicultural/multiethnic curricula, highlighting culturally- and linguistically responsive instruction and assessment approaches.

B.Ed 451: Introduction to Counseling and Guidance.

B.Ed 451 Introduction to Counseling and Guidance introduces students to principles, theories, and practice in guidance and counseling in education. Through this course, students can identify needs for guidance and counseling at the K-12 level. In this course, students not only learn to apply theoretical knowledge of guidance and counseling to everyday situations in the classroom but also learn teachers' counseling skills. Consequently, students learn how to hone their ability for active listening, reflect on students' problems, and help students identify and select potential solutions to their problems.

B.Ed 463: Learning and Behavior Problems.

B.Ed 463 Learning and Behavior Problems explores the attributes of children and adolescents with academic and behavioral needs and the evidence-based best practices that support diverse learners in educational settings. This course is designed to help future teachers develop a practical working knowledge of classroom and behavior management principles. Through this course, students learn about behavior management models, individualized support for students with behavioral problems, how to reduce undesirable behaviors, classroom support, and positive behavior interventions for the classroom.

B.Ed 472: Cooperative Learning.

B.Ed 472 Cooperative Learning introduces students to the cooperative learning approach, how it can be promoted, its potential for transforming how learning takes place, and how learners interact with one another, specifically in groups. This course teaches students the theories, models, and teaching strategies to become reflective and

skilled in implementing cooperative learning in the classroom. Topics covered in this course include characteristics of effective cooperative groups, teachers' discourse to promote student thinking and learning, and group composition.

B.Ed 478: Vocational Guidance and Placement.

B.Ed 478 Vocational Guidance and Placement introduces students to vocational guidance to prepare them to help their future students choose and prepare for a suitable vocation. Through this course, students learn about vocational education, career development theory, and counseling and guidance theory to help their future sense gain a sense of meaning about vocational education, training, and placement. Topics covered in this course include knowledge and competencies in vocational education, measuring performance, vocational education teachers and trainers, and challenges in the field.

Ed.D 800: University and College Educational Administration.

Ed.D 800 University and College Educational Administration explores the administration of academic affairs and associated areas in higher education (HE) from teaching, research, leadership, and service perspectives. This course fills a gap in required knowledge for higher education-related majors and advanced degree programs. Through this course, students learn the big picture of HE administration with sufficient depth and thought-provoking analyses of various issues to help them progress toward reflective practice, research achievements, and theoretical knowledge. Ed.D 800 helps new and aspiring academic administrators, as well as current HE administrators, to renew critical thinking and creative leadership within their educational administration.

Ed.D 811: Fundraising Management.

Ed.D 811 Fundraising Management provides a comprehensive overview of fundraising management, including fundraising for higher education (HE). This course provides students with an ethical foundation in fundraising and an introduction to fundraising vehicles and strategies to balance individual donor and institutional needs. Relationship building, the solicitation process, the psychological dynamics, and the realities of

seeking funding are also examined. A full array of written formats used by fundraising professionals including mission statements, grant proposals, acknowledgment letters, and campaign appeal materials are introduced. While students develop an understanding of the essentials of fundraising operations, they also examine the larger issues confronting today's fundraising managers, including those in the educational landscape.

Ed.D 818: Student Assessment.

Ed.D 818 Student Assessment explores the historical and contemporary perspectives on higher education assessment, including increasing faculty involvement, accountability, tools, and strategies. Through this course, students learn advanced knowledge and skills in various types and purposes of assessments, as well as the effective use and appropriate choice of assessments for higher education. Students will also learn how to use assessments to inform decisions to improve learners' performance. Other topics include data collection and analysis, grading, and reporting.

Ed.D 836: Financing and Access to Higher Education.

Ed.D 836 Financing and Access to Higher Education explores the theories and mechanisms of the financing and financing issues of higher education (HE) globally. In this course, students will investigate underlying reasons for financial issues in HE, including increasing college costs, the strategies HE authorities harness to subsidize costs, and how students and HE institutions respond to the problems. Students learn to apply different conceptual lenses to better understand the causes and impacts of these issues. In this course, students also examine how financing issues affect HE access, opportunity, equity, and professional practice.

Ed.D 855: Legal Aspects of Philanthropy.

Ed.D 855 Legal Aspects of Philanthropy explores philanthropy as a powerful vehicle for meeting public needs and a tool for expressing

private beliefs and commitments. Special attention is given to the legal aspects of philanthropy, primarily tax and state laws and regulations. To highlight these legal aspects, this course examines philanthropy in terms of effectiveness, accountability, and legitimacy. Moreover, through this course, students learn philanthropy's underlying logic, core dimensions, and perspectives as art and science.

Ed.D 860: Conflict Resolution in Higher Education.

Ed.D 860 Conflict Resolution in Higher Education is designed for educators who seek to understand theory-driven, collaboration-oriented methods of conflict resolution in higher education. Thus, this course explores the tensions, group dynamics, and relational struggles among internal stakeholders in higher education that can interfere with learning and teaching in a positive academic environment. Through this course, students will learn about different evidence-based approaches to conflict resolution, their respective rationales, and how to design systems for conflict management.

Ed.D 872 Laws and Ethics in Higher Education.

Ed.D 872 Law and Ethics in Higher Education examines the legal and ethical issues impacting higher education. In particular, this course explores the laws and policies governing higher education and the application of these laws and policies to specific situations. This course also covers the ethics of decision-making and ethical behavior among higher education stakeholders, starting with educators and students. Other topics covered in this course are higher education leadership, institutional legal liabilities, faculty employment issues, the student-institution relationship, and educator's roles in engaging with local, state, and federal governments.

Ed.D 891: Higher Education Assessment.

Ed.D 891 Higher Education Assessment, as a graduate-level course, builds on the knowledge base and experiences gained in previous graduate and/or undergraduate coursework on educators' assessment of learning. For Ed.D 891, students explore assessment at the institutional level. Institutions harness assessment methods and

strategies to evaluate curricular and student life programs. Through this course, students will examine the role of assessment for leaders in higher education institutions, who use assessment as a tool for making informed decisions about programs and school improvement, and for faculty members, who use it to improve their instruction.

Ed.D 901: Doctoral Seminar in Research Methods.

Ed.D 901 Doctoral Seminar in Research Methods is designed for doctoral students seeking to enhance their research competencies from methods courses. Through this course, the students accomplish their dissertation proposal writing, requiring them to be competent in research designs. Thus, they make judgments about matching the appropriate research designs to their chosen research problems. The course is divided into two parts. In the first part, students learn more about methodologies in relation to other pertinent chapters of the dissertation proposal, and in the second part, they are required to complete that dissertation proposal.

Ed.D 912: Internship in Student Affairs.

Ed.D 912 Internship in Student Affairs is a group supervision course concurrently held with an on-site internship. During weekly course meetings, the instructor discusses topics on Student Affairs administration practice, competencies, theories, standards, and assessments. Lectures are delivered to strengthen the doctoral students' professional skills, and students complete a supervised internship in an academic institution with a work focus relating to their career objectives and academic training in Student Affairs. Charisma University arranges students to work 20 hours weekly at the chosen internship site.

Ed.D 933: Practicum in Higher Education.

Ed.D 933 Practicum in Higher Education provides students with supervised, practical experience in conceptualizing, designing, undertaking, and evaluating research studies on higher education, then written for presentation. This course is an opportunity for students to research their specific area of interest in higher education under the

direction and guidance of a professor. Through this course, students develop proficiency in a particular area of interest in higher education, collect and analyze data using a pre-approved topic and methodology, and produce an extensive research paper.

- COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS.
 - Ed.D 933 Practicum in Higher Education Project Proposal.
 - Ed.D 933 Practicum in Higher Education Application and Approval Form

Ed.D 947: Seminar in Higher Education.

Ed.D 947 Seminar in Higher Education examines leadership theory, models, policies, governance processes, and higher education leaders' competencies. This course was designed as a resource for current or aspiring higher education leaders. These include educational professionals who have assumed formal leadership roles, including, deans, department chairs, or institutional directors, and committees, as well as professionals who perform or seek to perform informal leadership functions in their respective departments, disciplines, or institutions. Through this course, students learn the skills needed to provide purpose and direction for individuals and groups, shape institutional culture and value, facilitate the development and achievement of shared strategic vision for the institutions, and establish stakeholder priorities.

Ed.D 960a Dissertation Practical Research I (Proposal) (4 Credits).

The course requires students to select research problem through execution of authentic research until the preparation of a completed report along with practical suggestions based on a solid theoretical framework and sound pedagogy. Study goals and objectives for the first part of dissertation are the main requirements of the course.

Ed.D 960b Dissertation Practical Research II (Review of Related Literature & Methodology) (4 Credits).



The course is a follow up to Practical Research I. The student is asked to perform preliminary literature review. Practical Research II involves methods of literature selection where students employ different modes of literature scanning. Students must also propose a research methodology.

Ed.D 960c Dissertation Practical Research III (Data Collection & Analysis) (4 Credits).

This course is taken after Practical Research II. Students carry out their approved research proposal by using the proposed methodology. Results are collected and analyzed, and a report of the study is prepared for the next step of the dissertation.

Ed.D 960d Dissertation Practical Research IV (Dissertation complete and Oral Defense) (2 Credits).

This is the final stage in the Practical Research series. In this part of the dissertation, the student is expected to have completed the research requirements and is ready for oral presentation. Defense is done in the presence of selected members of a panel.

GRES 690 Master's Degree Theses (6 Credits).

This course is designated for the master's degree program. The value of both practical engagement and research-oriented activities would be conducted to provide background for the thesis project that would provide the students' degrees.

MATESOL 601: Cross-Cultural Competency.

MATESOL 601 Cross-Cultural Competency introduces students to the foundational and contemporary theories, models, practices, and processes of cross-cultural competency, emphasizing communication. Through this course, students critically engage with the competencies required for engaging with people from various cultures, whether at the workplace, in school, traveling, or reaching out to a foreign culture. This course covers cross-cultural communication theories and applications that allow students to address issues of social justice and ethical, mindful, and self-reflective cross-cultural practices. Other topics covered in this course include cross-cultural competencies in teaching,

learning, and assessing; history, perspectives, and theories in cross-cultural competencies; intercultural encounters; and interactions and exchanges between cultures.

MATESOL 602: Theory of Second Language Acquisition.

MATESOL 602 Theory of Second Language Acquisition introduces students to the principal theories, models, and research methods in second language acquisition (SLA), particularly the English language. This course explores general issues pertinent to teaching SLA, the roles of the native language, and the effects of the second language on the first language. Other topics covered in this course are universals, age effects, inputs and interactions and processing, and the attributes of acquiring phonology, lexicon, and syntax among second language learners.

MATESOL 603: Principles and Theory of Linguistics.

MATESOL 603 Principles and Theory of Linguistics explores linguistics' theoretical foundations and methods. Through this course, students learn about the types of questions that linguists ask, the answers to these questions, and the theoretical underpinnings of these answers. Moreover, this course covers the fundamental concepts and principles in the core areas of linguistics, namely, syntax; phonetics and phonology; lexis and morphology; and variation, discourse, stylistics, and usage. This course's primary focus is teaching English linguistics, encompassing aspects of Present-Day English from different angles, both descriptive and theoretical, combined with a methodological outlook firmly based on working practices established in modern contemporary linguistics.

MATESOL 604: Using Technology with Second Language Learners.

MATESOL 604 Using Technology with Second Language Learners focuses on using updated technology to support teaching English learners. This course starts with an exploration of computer-assisted language learning (CALL) and types of technology pertinent to the teaching of English learners, followed by a review of theories and designs in CALL. Through this course, students also learn about

technology for task-based language teaching, collaborative language learning, digital language learning technologies, and mobile-assisted language learning. Other topics covered in this course are explicit corrective feedback using technology and psycholinguistically motivated CALL activities.

MATESOL 605: Teaching, Reading, and Writing to Second Language Learners.

MATESOL 605 explores the strategies and approaches for teaching reading and writing to English as a second language (ESL) learners. Students will learn to design instructional materials and develop evaluation instruments to assess the writing and reading skills of ESL learners at the K-12 levels. Other topics covered in this course are teaching the cognitive, sign systems, and cultural dimensions of reading and writing English as a second language.

MATESOL 606: Teaching Listening and Speaking to Second Language Learners.

MATESOL 606 explores the theoretical and practical aspects of teaching listening and speaking skills to second language learners (SLLs), mainly English language learners (ELLs). Through this course, students examine the components of conversational competence, approaches to developing a curriculum for speaking and listening skills, developing learning tasks, and evidence-based instructional strategies for listening and speaking. This course also covers topics such as methodological issues in studies on teaching SLLs listening and speaking skills, the role of dialogs and narratives, conversations, monologs, and lectures.

MATESOL 607: Seminar on Research Methods.

MATESOL 607 Seminar in Research Methods explores the quantitative, qualitative, and experimental research methods in Teaching English to Speakers of Other Languages (TESOL). Through this course, students learn about the different theoretical frameworks in language teaching and learning research, methods of collecting quantitative, qualitative, and mixed-methods data with second language learners (SLLs),

methods of analyzing and interpreting quantitative and qualitative data and drawing conclusions from data analysis. Students will also learn how to conduct literature reviews and critically analyze scientific studies in TESOL. This course culminates with a research proposal for an individualized study on a TESOL subject matter for the MATESOL 608 Seminar in TESOL Research and Pedagogy course.

MATESOL 608: Seminar on TESOL Research and Pedagogy.

MATESOL 608 Seminar in TESOL Research and Pedagogy is a research or project-based course that a professor supervises, and which results in the student's research project document. This course is an opportunity for students to research their specific area of interest in TESOL under the direction and guidance of a professor. Through this course, students will gain supervised experience to develop specialized expertise in a specific area of interest in TESOL, collect and analyze data using a pre-approved methodology, and produce an extensive research paper. COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS. MATESOL 607 Seminar in Research Method. TESOL Research and Pedagogy Project Proposal. TESOL Research and Pedagogy Project Proposal Approval Form

MATESOL 609: Designing Instruction for Second Language Learners.

Designing Instruction for Second Language Learners explores instructional design for second language learners (SLLs). Through this course, students learn to develop teaching and learning materials as well as learning units and lessons based on variables that define a dynamic learning environment. Students will learn to develop instructions according to the needs of SLLs, language learning goals and objectives, theories that underpin language learning, appropriate pedagogical approaches, and useful technologies. This course also covers assessment methods for particular instructional methods and approaches.

MATESOL 610: Techniques in Teaching English as a Foreign Language.

MATESOL 610 focuses on methods and strategies needed to teach English in a non-native English-speaking environment. Through this

course, students learn the theories, pedagogical approaches, instructional techniques, and methods in teaching grammar, listening, speaking, reading, and writing skills appropriate for the EFL setting. Other topics covered in this course are the planning of English lessons, assessment, classroom management, and professional development appropriate for the EFL setting.

MATESOL 611: Introduction to Sociolinguistics.

MATESOL 611 explores sociolinguistics and studies language in its sociocultural context, examining how social and cultural factors influence language use, learning, and teaching. Through this course, students learn about the crucial relationships between language, society, and pedagogy. Students also engage with issues in sociolinguistics and the practical aspects of harnessing sociolinguistic data or information to assess and prepare materials and activities for increasing learners' awareness of cross-cultural differences, particularly as manifested in language.

MATESOL 612: Teaching English to students in Grades K through 12.

MATESOL 612 explores teaching at the K-12 level. This course emphasizes English as a second language, primarily focusing on language teaching methods and strategies. Through this course, students learn teaching strategies and approaches to improve knowledge and fluency in the English language for K-12 learners in listening, reading, writing, and speaking. This course also covers the organization of instruction and the use of appropriate language assessment methods.

MATESOL 614: Teaching English to Adults.

MATESOL 614 Teaching English to Adults introduces students to teaching approaches, techniques, and materials designed for adult English as a Second Language (ESL) learners. Through this course, students study the unique needs of adult ESL learners, the development of appropriate instructional approaches and design, second language acquisition theory for adults, and assessment methods and criteria. Other topics covered in this course are developing

literacy, lesson planning, social contexts of adult ESL, and integrating technology in adult ESL instruction. COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS. MATESOL 605- Teaching, Reading, and Writing to Second Language Learners. MATESOL 606- Teaching Listening and Speaking to Second Language Learners

MEd 514: The sociology of education.

MEd 514 The Sociology of Education explores the institution of education and its interrelationships with individuals, other social institutions, as well as the broader society in general. This course adopts a sociological lens in examining the theoretical perspectives and methods for exploring topics that include learning, socialization processes, schools and schooling, educational systems, and social inequality. Through this course, students gain the opportunity to explore the sociology of education literature, encompassing historical views and contemporary debates about the social roles that schools play, relationships between schools and families, transitioning from the school to the workforce, and other topics that span various educational stages.

MEd 558: Politics and philosophy of education.

MEd 558 Politics and Philosophy of Education explores today's most pressing political and social issues impacting education. To achieve this, MEd 558 examines contemporary thinkers whose philosophical texts delve into key themes arising from these issues, such as the potentials and limitations of inclusion discourses in education, educational justice, and social change. This course delves into these philosophers' conceptions of "the political." Through this course, students also learn about the potential contributions of a few classical philosophers whose works relate to the intersections between educational and political philosophy.

MEd 604: Cultural and multicultural educational studies.

MEd 604 Cultural and Multicultural Education examines the impacts of culture and multicultures on teaching and learning. Students will learn about the theoretical and pedagogical issues pertinent to the education of culturally, ethnically, linguistically, and low-income populations across educational settings. This course explores the history, body of evidence, and pedagogy on multiculturalism, multi-ethnicity, educational equity, bilingualism, and social justice. Other topics covered in this course are language, cultural identity, religion, citizenship, immigration, and race in relation to schooling.

MEd 612: Teaching and learning.

MEd 612 Teaching and Learning explores teaching and learning according to four significant subject matters: theory, policy, learning, and practice. Through this course, students will learn the interrelationships between policy processes, the teacher's evolving professional contexts, and learners learning in the classroom. Each week, this course critically examines the core concepts and theories pertinent to the aforementioned major topics, with attention to some of the most pressing issues.

MEd 623: Instructional leadership in schools.

MEd 623 Instructional Leadership in Schools provides students with a practical, theory-driven approach to effective instructional leadership, focusing on supervising and evaluating instruction. This course explores the various roles of the instructional leader as a steward of resources needed for promoting effective instructional leadership practices. This course covers strategies and approaches for supervising instruction, pedagogical assessment, and standards-based instruction.

MEd 635: Schools improvement implementation.

MEd 635 Schools Improvement Implementation explores evidence-based approaches to effective school improvement implementation. This course analyzes the human, material, fiscal, and educational resources that have to be aligned to improve student achievement. Through this course, students will learn how to develop a collaborative, data-based school plan addressing all learners' needs. Students also

analyze the instructional leader's role in harnessing strategies that address culturally responsive instruction, social and mental health needs, and improved student performance, including English learners as well as students with special needs.

MEd 640: Leadership in teaching.

MEd 640 Leadership in Teaching explores the appropriate theory-driven leadership roles teachers adopt to lead in the educational landscape. These roles include leading students daily in the classroom, supporting retention in schools, establishing a path to school-wide and district leadership, professional development, participating in continuous school improvement efforts, and more. Through this course, students learn how they can be teacher leaders who ensure equity and cultural responsiveness in their leadership roles. Students will also learn evidence-based leadership skills, collaborating to improve teaching and learning, and drivers and barriers of effective leadership in teaching.

MEd 661: Introduction to quantitative methods in educational research.

MEd 661 introduces students to quantitative methods used in educational research, providing them with an understanding of the statistical procedures required for undertaking correct statistical data collection and analysis. This course combines text reading assignments, hands-on practice on statistical methods using a computer program to analyze data, and quantitative method application activities. The emphasis in this course is the use of quantitative methods and associated statistical techniques to allow students to think critically about suitable procedures for research design, data collection and analysis, and the use of statistics in the field of education.

MEd 667: Design in educational research.

MEd 667 Design in Educational Research explores the conventions of educational research to help students comprehend and use published research. This course presents educational research as a data-driven scientific inquiry. As such, students learn about research methodologies, including design, in comparison with other methods of non-empirical inquiry. Through MEd 667, students will also learn the philosophical

perspectives, procedures, and techniques of educational research and develop requisite competencies in statistical analysis, quantitative and qualitative research design principles, interpreting data collected, and writing reviews and critiques of extant literature.

MEd 675: Educational qualitative research methods.

MEd 675 Educational Qualitative Research Methods introduces students to various qualitative methods in educational research. This course encourages students to rigorously and systematically prepare educational qualitative studies of professional, individual, and social significance. Topics covered in this course include education research as a social and cultural practice, problems with practical activity, and philosophical views on education research methods.

MEd 680: Research and educational practicum.

MEd 680 Research and Educational Practicum provides students with supervised, practical experience in conceptualizing, designing, undertaking, and evaluating educational research studies written for presentation. This course is an opportunity for students to research their specific area of interest in education under the direction and guidance of a professor. Through this course, students develop proficiency in a specific area of interest in education, collect and analyze data using a pre-approved topic and methodology, and produce an extensive research paper.

MEd 681: Educational internship.

MEd 681 Educational Internship is a group supervision course where training is provided. During weekly course meetings, the course instructor discusses the supervision and consultation topics of teacher preparation and professional development. Lectures are delivered to strengthen candidates' professional skills, and students complete a supervised internship in an academic institution with a work focus relating to their career objectives and academic training in education. Charisma University makes arrangements for students to work 20 hours weekly at the chosen internship site.





School of Health Sciences

Charisma University's School of Health Sciences is committed to helping students and professionals continue their education and professional development in an online setting that is academically meaningful, relevant to the needs of the workplace, and satisfying to the learner as part of their commitment to education and life-long learning. The School of Health Sciences provides educational programs and instruction to support learners--both students seeking to complete their education in the health sciences and health professionals desiring to continue their professional development without leaving their places of employment, family, and/or country to achieve this noteworthy goal. The School of Health Sciences offers learning activities that can help address the need for educated and skilled professionals in the health sciences for a global health environment.

The University has assembled a collection of faculty members who are academicians and professionals dedicated to:

1. Promoting the health sciences, preventing disease, and improving upon the quality of life through education, scholarship, and service to the local, national, and global communities.
1. Providing meaningful educational programs that develop competent and compassionate health professionals capable of delivering high quality health services and leadership to individuals, families and communities while fostering critical thinking, communication, and integrity. Helping the learner apply the knowledge of the health sciences to practical situations with a professional outlook and competent command of the facts and knowledge base that leads to the development of a skillset that adequately supports problem-solving situations in the health science arena.

In order to realize the above commitments, the School of Health Sciences has focused its efforts on developing and providing a focused curriculum on the health sciences, nursing sciences and public health that balances formal academics, professional education, and honest, practical problem-solving.

Message from the Dean

The faculty and I welcome you to the School of Health Sciences. We know that you already possess a combination of work experience and education. We know that you are looking at our programs to either complete your educational credentials or continue with your professional development. We are confident that you will find a learning program that will meet your needs here at Charisma University.

My faculty peers and I are committed to helping you "finish what you started" and in the process help you develop into a health professional committed to advancing the study and practice of the health sciences in your community, resulting in improvements to the health status indicators of your home country. We promise to do our part as faculty members and ask you to come ready to learn and dedicated to engaging with the course assignments in order to learn the academic/professional materials and apply it to situations you have already encountered or are likely to encounter in the near future.

My peers and I leave you with this thought:

"The object of education is to prepare [individuals] to educate themselves throughout their lives." By Robert Maynard Hutchins (b: January 17, 1899; d: May 17, 1977), educational philosopher and chancellor (1945-1951) of the University of Chicago.

On behalf of the Faculty of the School of Health Sciences, I hope you will decide to partner with us as you continue your learning journey.

With best wishes,

Sincerely,

Dr. Martin Ayim

School of Health Sciences



RN to B.S.N.

Charisma University's RN to BSN program is specifically crafted for active Registered Nurses holding at least 60 academic credits with a two-year degree or equivalent. Recognizing the unique educational needs of licensed RNs, this program offers a flexible learning environment, accommodating the demanding schedules of full-time working nurses. The curriculum is designed to strengthen professional practice foundations, preparing RNs for advanced roles in healthcare and further education, including graduate studies. The program focuses on enhancing clinical competencies, integrating evidence-based practices, promoting cultural competence, and fostering professional and personal growth in nursing.

Program Learning Outcomes

- Utilize the nursing process to enhance healthcare for individuals, families, and communities.
- Integrate evidence-based information into nursing practice.
- Demonstrate growth through professional nurse role socialization.
- Communicate effectively using interpersonal and technological methods.
- Deliver culturally competent care.
- Apply health promotion concepts globally.
- Show clinical competencies in scientifically, legally, and ethically responsible ways.
- Develop initiative, autonomy, and self-confidence in healthcare practice.
- Collaborate effectively within healthcare teams.

Course Requirements

Core Courses (42 Credits)

Students must complete all the required core courses (42 Credits). Each course values as three (3) credit.

BHS 303 Introduction to Health Psychology
BHS 306 Introduction to Health Information Management
BSN 311 Nutrition and Diet Therapy
HCA 315 Bioethics
STAT 320 Biostatistics
BSN 325 Philosophy of Nursing Practice



HCA 333 Health Care Delivery System
BSN 400 Health Assessment
BHP 402 Health Care Administration
BSN 425 Fundamentals of Nursing Care
BSN 431 Nursing Care for Families and Children
BSN 433 Quality and Safety in Nursing
BSN 442 Clinical Leadership in Nursing
URES 499 Capstone Project for Undergraduate Studies

Institutional Credits (18 Credits)

Students receive 18 Credits from the University based on their government license to practice as a registered nurse.

Total Credits required for RN to B.S.N. program is 120; this includes student's prior RN education minimum credits of 60, Charisma University Core Courses of 42 Credits, and Charisma Institutional 18 credits. General education courses are not required for this program.

Bachelor of Science (B.S.) in Health Sciences

Bachelor of Science (BS) in Health Sciences with concentrations (select one):

- Health Professions
- Health Promotion

The Bachelor of Science (B.S.) in Health Sciences is interdisciplinary in nature and provides flexible options that allow students to prepare for numerous health careers. The major provides the opportunity for students with an interest in the health professions to explore the many opportunities in the field and to develop the knowledge, values and interpersonal skills needed to be successful in today's health and human service settings. Students must have at least an AA/AS/AAS degree (or the equivalent in college-level work) to participate in this program.

There are additional admissions requirements for this degree completion program.

Program Learning Outcomes

- Evaluate healthcare needs, systems, policies, and environments specific to your professional domain.
- Discuss healthcare inequity critically and strategize healthcare access in your field.
- Exhibit leadership in strategic planning and professional healthcare management.
- Conduct research using scientific methods on topics relevant to your field.
- Perform epidemiological analysis of health data, understanding the biological and socio-cultural determinants of health and their impact on health equality.
- Develop cultural competence in professional interactions.

B.S. in Health Sciences with Concentration in Health Professions

The Bachelor of Science in Health Sciences with a concentration in Health Professions is tailored for current health care workers holding an A.A., A.S., or A.A.S. degree who aim to advance in their roles or explore related areas in health care. This interdisciplinary program equips students with the knowledge, values, and skills essential for success in health and human service settings. It is ideal for those looking to deepen their understanding of healthcare systems, policies, and environments, and for those considering graduate studies in health sciences.

Course Outline

BHF 401 Health Care Issues in the United States (3 Credits)

BHF 402: Aging and Health (3 Credits)

BHF 403 Medical Law and Ethics (3 Credits)

BHF 404 Infection Prevention and Control (3 Credits)

BHF 405: Health Policy Analysis (3 Credits)

BHF 410 Health Professions Internship I (3 Credits)

BHF 411 Health Professions Internship II (3 Credits)

BHP 402 Health Care Administration (3 Credits)

BHP 410: Foundations of Clinical Genetics (3 Credits)

BHP 411: Global Telehealth (3 Credits)

BHP 415: Introduction to Pharmacology (3 Credits)

BHS 300 Introduction to Environmental Health (3 Credits)

BHS 301 Biology for the Health Sciences (3 Credits)

BHS 302 Anatomy and Physiology for the Health Sciences (3 Credits)

BHS 303 Introduction to Health Psychology (3 Credits)

BHS 304 Introduction to Health Care Systems (3 Credits)

BHS 305 Statistical Modeling in Epidemiology (3 Credits)

BHS 306 Introduction to Health Information Management (3 Credits)

BHS 308 Overview of Clinical Research (3 Credits)

BHS 310 Clinical Biochemistry (3 Credits)

BHS 312 Quantitative Methods in Health Care Research (3 Credits)

BHS 313 Qualitative Methods in Health Care Research (3 Credits)



BHS 401 Foundations of Health Promotion (3 Credits)

BHS 402 Cultural Diversity in Healthcare (3 Credits)

BHS 403: BHS Managing Health Services Delivery (3 Credits)

BHS 498 Quality Management in Health Care (3 Credits)

BHS 499 Capstone Project (3 Credits)

BHS 500: Interprofessional Practice and Collaborative Care

The total credits required for Bachelor of Science (B.S.) in Health Sciences is 84 semester hour credits beyond the associate's degree.

B.S. in Health Sciences with Concentration in Health Promotion

The Bachelor of Science in Health Sciences with a Health Promotion concentration prepares graduates for roles in health promotion, emphasizing leadership skills for effective community and public health promotion. Building a strong academic base in humanities, math, science, and education, this concentration is perfect for those aiming for entry-level positions in healthcare or public healthcare-related fields and for those considering further graduate studies in health sciences. Students must have completed at least an A.A. or A.S. degree.

Concentration Learning Outcomes

- Master core concepts and competencies essential for a health care professional.
- Demonstrate professional behaviors, including interpersonal and interprofessional skills, cultural competence, ethical practice, and a commitment to diversity.
- Utilize professional and scientific literature to inform decision-making in clinical practice and healthcare issues.
- Assess knowledge of the current healthcare system and the challenges in health promotion.
- Implement evidence-based approaches in engaging with patient populations and sub-populations.
- Acquire skills for multidisciplinary practice in health promotion.

Course Outline

BHS 300 Introduction to Environmental Health (3 Credits)

BHS 301 Biology for the Health Sciences (3 Credits)

BHS 302 Anatomy and Physiology for the Health Sciences (3 Credits)

BHS 303 Introduction to Health Psychology (3 Credits)

BHS 304 Introduction to Health Care Systems (3 Credits)

BHS 305 Statistical Modeling in Epidemiology (3 Credits)

BHS 306 Introduction to Health Information Management (3 Credits)

BHS 308 Overview of Clinical Research (3 Credits)

BHS 310 Clinical Biochemistry (3 Credits)

BHS 312 Quantitative Methods in Health Care Research (3 Credits)



BHS 313 Qualitative Methods in Health Care Research (3 Credits)
BHS 401 Foundations of Health Promotion (3 Credits)
BHS 402 Cultural Diversity in Healthcare (3 Credits)
BHS 403: BHS Managing Health Services Delivery (3 Credits)
BHF 404 Infection Prevention and Control (3 Credits)
BHF 405 Health Policy Analysis (3 Credits)
BHP 401 Race, Class, and Gender in Health (3 Credits)
BHP 402 Health Care Administration (3 Credits)
BHP 403 Health Literacy (3 Credits)
BHP 404 Community Health (3 Credits)
BHP 405 Sociology of Health Care (3 Credits)
BHP 406 Nutrition in Health and Disease (3 Credits)
BHP 410 Foundations of Clinical Genetics (3 Credits)
BHP 411 Global Telehealth (3 Credits)
BHP 416 Introduction to Pharmacology (3 Credits)
BHS 498 Quality Management in Health Care (3 Credits)
BHS 499 Capstone Project (3 Credits)
BHS 500: Interprofessional practice and Collaborative Care (3 Credits)

The total credits required for Bachelor of Science (B.S.) in Health Sciences is 84 semester hour credits beyond the associate's degree.

Master of Public Health (M.P.H.)

Charisma University's Master of Public Health (MPH) program, with concentrations in epidemiology, international public health, environmental health, or public health systems, is designed for a global student body. This program combines academic and professional education with practical applications, preparing students for effective public health practice in their home countries.

Emphasizing both performance competency and affective development, the curriculum extends beyond knowledge-based learning, focusing on skills such as Internet and secondary research, as well as proficiency in software like MS Word, Excel, PowerPoint, SPSS, and more. The program also includes a unique emphasis on developing creative, decision-making, and analytical skills.

For pre-career learners, a required 6-credit internship offers hands-on experience, as opposed to the standard 3-credit capstone course for other students, ensuring practical exposure in the field of public health.

Program Learning Outcomes

- Build a solid professional foundation in graduate-level public health studies.
- Enhance global community well-being through education, scholarship, and service.
- Develop as a competent, compassionate public health professional with leadership qualities.
- Apply knowledge in epidemiology, environmental health, and public health systems to practical situations.
- Cultivate critical thinking, effective communication, and integrity in public health roles.

Course Requirements

Core Courses

Students must complete all the required foundation courses. Each course values as three (3) credit except where noted.

MPH 501 Principles of Public Health
MPH 502 Principles of Biostatistics for Public Health
MPH 503 Principles of Epidemiology for Public Health
MPH 504 Environmental Public Health

MPH 505 Health Behavior and Public Health
MPH 506 Health Services Management
MPH 507 Public Health Program Planning and Evaluation

HCA 526: Health Economics

HCA 673: Diversity management in Health Care

Program Requirements

MPH 508: Public Health Internship

MPH 509: Capstone Individual Project

Concentration Requirements

Students will be required to concentrate in any of the available four concentrations offered in the M.P.H. program. Completion of 12 credits from concentration is required.

✦ Required for learners with **less than five years** of experience in public health: learner then selects two other courses depending on personal interests and in consultation with a Public Health faculty member.

✦✦ Required for learners with **more than five years** of experience in public health: learner then selects two other courses depending on personal interests and in consultation with a Public Health faculty member.

Concentration: Epidemiology

EPI 550 Clinical Epidemiology ✦

EPI 551 Environmental Epidemiology ✦

EPI 552 Epidemiological Research Methods

EPI 553 Applied Epidemiology and Public Health Surveillance

EPI 554 Epidemiological Criminology

EPI 650 Epidemiology in Public Health Practice ✦✦

EPI 651 Statistical Methods in Epidemiology

EPI 652 Communicable Disease Epidemiology and Control ✦✦

EPI 653 Managerial Epidemiology and Healthcare Services

EPI 654 Spatial Epidemiology

Concentration: International Public Health and Applied Epidemiology

GBH 550 Global Public Health

GBH 551 Global Health Governance and Policy

EPI 551 Environmental Epidemiology

GBH 554 Global Health Promotion

GBH 654, Global Health Law

EPI 553 Applied Epidemiology and Public Health Surveillance

Concentration: Environmental Health and Applied Epidemiology



ENV 550 Community Environmental Health
ENV 552 Environmental and Occupational Health Studies
EPI 553 Applied Epidemiology and Public Health Surveillance
ENV 554 Environmental Health Ethics

Concentration: Public Health Systems and Applied Epidemiology

PHS 550 Information Systems for Public Health Organizations
PHS 552 Public Health Services Management
EPI 553 Applied Epidemiology and Public Health Surveillance
EPI 554 Epidemiological Criminology

***Total Credits required for Master of Public Health is 42 semester-hour credits;
45 semester-hour credits for learners without part-time paid/volunteer work
experience in the health or human service fields.***



Master of Science in Nursing (M.S.N.) concentration in Leadership and Management

Charisma University's Master of Science in Nursing (MSN) is tailored for Registered Nurses seeking to expand their expertise in advanced practice roles, including nursing leadership and management. This program is open to graduates holding a Bachelor's degree in any field **with an active RN license**. The MSN with a concentration in Leadership and Management equips students with the skills necessary for clinical care roles in various settings like primary care, critical care, and community health, as well as executive nurse leadership positions.

The program responds to the growing need for nurse professionals proficient in management and leadership within nursing practice and patient-centered healthcare delivery. Students engage in interdisciplinary approaches to address healthcare issues, applying their learning to real-life situations and preparing for leadership roles in nursing.

There are additional admissions requirements for this degree completion program. Please see Charisma.edu.eu website for admission requirements.

Program Learning Outcomes

- Apply clinical judgment principles to enhance patient care quality and safety.
- Utilize leadership theories to assess and improve healthcare delivery systems and policies.
- Integrate scientific evidence into nursing practice to improve health outcomes.
- Apply advanced nursing knowledge across various professional settings and roles.
- Maintain professional growth and stay informed on current nursing issues, trends, and innovations.
- Conduct scientific research and interpret findings effectively.
- Deliver quality and safe service to clients with the necessary competencies.

Course Requirements

Core Courses (36 Credits)

Students must complete all the required foundation courses. Each course values as three (3) credit except where noted.

MSN 515 Community Health Nursing

HCA 526 Health Economics



HCA 532 Teaching Strategies in Health Education
MSN 541 Nursing Informatics
MSN 603 Nursing Research
HCA 611 Clinical Ethics
MSN 617 Competency Appraisal
HCA 623 Evidence-Based Practice
MSN 635 Nursing Leadership and Management
HCA 630 Digital Medicine

GRES 690 Master's Thesis (must be taken at the last semester of the program, **valued at 6 credits**).

Leadership and Management Courses (6 Credits) Students must complete two courses from this concentration. Each course values as three (3) credit except where noted.

HCA 671 Change Management in Health Care
HCA 673 Diversity Management in Health Care
HCA 679 Decision Making in Health Care

Total Credits required for Master of Science in Nursing with concentration in Leadership and Management is 42.



Master of Science in Nursing (M.S.N.) Entry Level Clinical Track (2-year program)

The Master of Science in Nursing – Entry Level Clinical Track at Charisma University is a dynamic program designed for individuals with a non-nursing baccalaureate degree. This track is an ideal pathway for foreign graduates aiming to qualify for the **NCLEX-RN**, addressing the nursing shortage in the United States and other parts of the world. Our program stands at the forefront of nursing education innovation, preparing students for the complexities and demands of modern healthcare.

With a curriculum focused on administrative and clinical aspects of nursing, the program emphasizes quality care across all patient demographics. We support our students' passion for nursing with flexible education models, recognizing the importance of balancing life, family, and academic pursuits. Our goal is to cultivate future nurse leaders, researchers, and educators who are equipped for both immediate professional practice and continued academic advancement.

Disclaimer: It is the student's responsibility to check with their state or government licensing board that this program meets their licensure requirements before enrolling in it.

Admission Requirements

- Possession of a Bachelor's degree from an accredited college or university with an overall GPA of at least 3.0 on a 4.0 scale.
- Completion of a Statistics or equivalent course.
- Successful completion of Anatomy & Physiology I & II with lab OR Human Anatomy with lab & Human Physiology with lab.
- Completion of a Psychology course (minimum 3 Credits).
- Completion of a Sociology course (minimum 3 Credits).
- Successful completion of Microbiology with lab.
- Completion of a Chemistry course (minimum 3 Credits; lab is optional).
- Submission of an essay, at least 250 words, succinctly describing your perspective on nursing, your passions, and how you plan to impact your community as a student and graduate of Charisma University.
- Submission of three letters of recommendation (1 clinical/professional, 1 academic, 1 personal).



- HESI Admission Exam required for students with a GPA of less than 3.0 in science prerequisite courses. Please note, the HESI exit examination is part of the graduation requirements for this program.
- Completion of a background check.
- Successful completion of a drug test.: To order your background check and drug test [Click Here](#)

Prior to clinical:

- CPR certification from the American Heart Association.
- Compliance with immunization and health requirements, including HepB, TB test, Flu, Tdap, and MMR (records).
- Completion of a Clinical Preceptor Agreement.
- Acquisition of Malpractice Insurance (specific to the institution).
- Establishment of a Clinical Site Agreement.

Program Learning Outcomes

- Apply clinical judgment principles to improve patient care quality and safety.
- Integrate scientific evidence and innovations into nursing practice to enhance health outcomes.
- Maintain personal accountability for professional growth and stay updated on nursing issues, trends, and innovations.
- Demonstrate competencies in providing quality and safe service to clients.
- Prepare for national licensing exams and navigate healthcare complexities.
- Align clinical experience with class learning for better retention and understanding.
- Lay foundations for future leadership roles and doctoral studies in nursing.

Course Requirements

Core Courses (36 Credits)

Students must complete all the required foundation courses.

Clinicals - Year I, Semester I (10 Credits)



Students are required to take all courses in this semester.

HCA 611 : Clinical Ethics (3 Credits)

MSN 520 : Nutrition and Diet Therapy (3 Credits)

MSN-C 511: Health Assessment (4 Credits)

Clinicals - Year I, Semester II (11 Credits)

Students are required to take all courses in this semester.

MSN 521: Pharmacology (3 Credits)

MSN-C 665: Fundamentals of Nursing Practice (5 Credits)

MSN 755: Pathophysiology (3 Credits)

Clinicals - Year I, Semester III (13 Credits)

Students are required to take all courses in this semester.

MSN-C 700: Maternal and Child Health I (10 Credits)

MSN 603: Nursing Research (3 Credits)

Clinicals - Year I, Semester IV (13 Credits)

Students are required to take all courses in this semester.

MSN-C 750: Maternal and Child Health II (10 Credits)

MPH 502: Principles of Biostatistics for Public Health (3 Credits)

Clinicals - Year II, Semester I (13 Credits)

Students are required to take all courses in this semester.

MSN-C 771: Medical Surgery Nursing (10 Credits)

HCA 673: Diversity Management in Health Care (3 Credits)

Clinicals - Year II, Semester II (13 Credits)

Students are required to take all courses in this semester.

MSN-C 761: Mental Health Nursing (10 Credits)



MSN 515: Community Health Nursing (3 Credits)

Clinicals - Year II, Semester III (16 Credits)

Students are required to take all courses in this semester.

MSN-C 801: Geriatrics Nursing (10 Credits)

HCA 532: Teaching Strategies in Health Education (3 Credits)

MSN 635: Nursing Leadership and Management (3 Credits)

Clinicals - Year II, Semester IV (11 Credits)

Students are required to take all courses in this semester.

MSN-C 765: Residency (8 Credits)

MSN 617: Competency Appraisal (3 Credits)

Total number of credits: 100 Credits

Clinical Hours

Courses	Clinical Credits	Clinical Contact Hours (1 credit unit=45 hours)
MSN-C 511	1	45
MSN-C 515	2	90
MSN-C 665	2	90
MSN-C 700	4	180
MSN-C 750	4	180
MSN-C 761	4	180
MSN-C 765	6	270
MSN-C 771	5	225
MSN-C 801	6	270
Total	32 Clinical units	1440 hours

Total Credits required for Master of Science in Nursing with concentration in Leadership and Management is 42.



Doctor of Nursing Practice (D.N.P.) Leadership & Management Specialty Track

The Doctor of Nursing Practice (DNP) at Charisma University, with a specialty track in Leadership & Management, is designed to propel experienced nurses into advanced roles in healthcare. Focused on integrating evidence-based knowledge with clinical practice, this program aims to enhance healthcare outcomes and fortify leadership in complex care delivery.

Designed specifically for professionals who **hold graduate degrees and are licensed as Registered Nurses**, the DNP program offers deep insights into nursing leadership and management, equipping graduates to lead transformative changes in healthcare organizations and systems. Students will immerse themselves in coursework that bridges clinical expertise with administrative acumen, preparing them for high-level roles that demand a sophisticated understanding of both patient care and organizational dynamics.

Program Learning Outcomes

- Synthesize and apply advanced nursing theories and principles from various scientific disciplines to enhance clinical practice, leadership, and management effectiveness.
- Integrate rigorous research methodologies and analytic methods to lead evidence-based practice changes, driving continuous quality improvement in healthcare settings.
- Develop and implement effective clinical prevention strategies and population health initiatives, focusing on improving health outcomes for diverse communities.
- Translate complex scientific findings into actionable strategies in clinical practice and leadership, ensuring evidence-based decision-making in nursing care.
- Engage in and promote interdisciplinary collaborations that advance healthcare quality, patient safety, and effective healthcare delivery across different populations and systems.
- Excel in high-level leadership and management roles, effectively guiding organizational strategy, policy development, and system-wide improvements in healthcare.

Course Requirements

Students must complete all the required course requirements (42 Credits)

DNP 710 Integrity & Leadership in Nursing Practice (4 Credits)



DNP 720 Health Policy & Ethics (4 Credits)

DNP 730 Fiscal Analysis in Nursing Practice (4 Credits)

DNP 740 Risk Management Analysis in Nursing Practice (4 Credits)

DNP 750 Project Management in Nursing Practice (4 Credits)

DNP 760 Decision Analysis in Nursing Practice (4 Credits)

DNP 770 Telemedicine in Nursing Practice (4 Credits)

DNP 780 Evidence-Based Nursing Practice (4 Credits)

DNP 790 Infectious Disease Management in Nursing Practice (4 Credits)

DNP 800 DNP Project & Practicum (6 Credits)

Total Credits required for Doctor of Nursing Practice (DNP) is 42.

Please refer to this Catalog or the University website for admissions requirements, transfer-credits policy, and tuition fees.

Doctor of Philosophy (Ph.D.) in Health Sciences

Description of Program

Charisma University's Doctor of Philosophy (PhD) in Health Sciences, offered within the School of Health Sciences, features two specializations: **Public Health Applications** and **Nursing Leadership Applications**. This interdisciplinary doctorate is crafted for health sciences professionals, particularly from developing countries, who aspire to leadership roles in research, academia, or global health science environments.

The program, requiring a minimum of 63 credits beyond a master's degree, is grounded in the rigorous application of research and scholarship to tackle complex global health challenges. Students have the opportunity for independent study and research guidance from faculty advisors, allowing for customization of their academic journey to align with personal research interests and professional goals. The program structure includes diverse course completion options, such as independent study, enrollment in other accredited institutions, and participation in a 10-day summer residential institute in Turks and Caicos Islands.

Eligibility

Additional Admission Requirements

- **Professional Experience:** Minimum of three years in health sciences or related health service delivery.
- **Educational Requirement:** A master's degree with at least a 3.0 GPA from an accredited institution.
- **Licensure:** Where applicable, professional practice license in the health field.

Program Learning Outcomes

- Successfully defend dissertation (including publication of findings in an open-access, peer-reviewed journal)
- Functions in a leadership role in the academic and professional health science setting.



- Demonstrate competency in the health science coursework.
- Critically review, appraise, and synthesize the health sciences literature into an applied health science report.
- Demonstrate competency in oral, written, and electronic modes of communication, using both scholarly and technical formats.
- Work collaboratively with others.
- Demonstrate competency in applied public health or applied nursing leadership.

Course Requirements

Core Courses (19 Credits)

DHS 810 Key Concepts in Public Health (3 Credits)
DHS 820 Case Studies-Global Health (3 Credits)
DHS 830 Managerial Epidemiology (3 Credits)
DHS 840 Statistical Methods in Health Care Research (3 Credits)
DHS 850 Computer Applications in the Health Sciences (3 Credits)
DHS 860 Graduate Report in the Health Sciences/Comprehensive Exam (4 Credits)

Doctoral Practicum and Seminar (12 Credits)

DHS 800 Doctoral Practicum: Health Sciences (6 Credits)
DHS 802 Doctoral Seminar-Summer Residential Institute: Health Sciences (6 Credits)

Sub-specialization (18 Credits) A doctoral student shall select courses from the following list that have not been used elsewhere in their studies as the basis of the sub-specialization studies. The sub-specialization will be indicated on the doctoral transcript.

Public Health Applications (6 courses selected with approval of Advisor); or
Nursing Leadership Applications (6 courses selected with approval of Advisor)

Dissertation Courses (14 Credits)

The following courses in dissertation are all required for graduation Doctor of Philosophy (PhD) in Health Sciences Program. Dissertations must be taken after all the non-dissertation courses are completed. No more than one dissertation course should be taken per session.

Dissertation Guidelines

DHS 999a Dissertation - Practical Research I (Proposal)

DHS 999b Dissertation - Practical Research II (Review of Related Literature & Methodology)

DHS 999c Dissertation - Practical Research III (Data Collection & Analysis)

DHS 999d Dissertation - Practical Research IV (Dissertation complete and Oral Defense)

Total Credits required for Doctor of Philosophy (Ph.D.) in Health Sciences is 63. Please refer to the Catalog or University website for admissions requirements; transfer credits policy; and tuition fees.

Doctor of Philosophy (Ph.D.) in Health Sciences with specialization in Occupational Health and Safety

Description of Program

The degree will prepare candidates for employment in industry and government working in the field of occupational health and safety. This is an expanding area of interest internationally and candidates are in demand leading practices and research in a variety of industry endeavors such as mining, construction, agriculture, forestry, and other high-risk sectors as well as with Government agencies such as advisory bodies and legislators.

The program would be specifically designed for health and/or safety professionals with opportunities for the application of scientific knowledge or methods in the health sciences and/or the delivery of health and human services.

A key concept is that the outcome must contribute uniquely to the body of knowledge and application to reduce occupational injury or disease.

As part of the preparation for the degree, students will undertake research in a particular field of occupational health and safety that is of relevance and interest in advancing practices and knowledge in their country and internationally. At Ph.D. levels, publication is essential in peer reviewed journals and international presentations as part of the course. It is also important in disseminating new advances in the field and raising the profile of the student and Charisma University.

Qualified people are highly sought after in most parts of the world because of their specialized knowledge to prevent injuries and ill health. Currently these are related to such areas as the need to protect people from Ebola virus in the field, coronavirus protection of health care workers, reducing noise exposure in most industry sectors, prevention of airborne contaminants contributing to



disease such as accelerated silicosis, asbestosis, and mesothelioma as well as many others.

In many countries as the topic is considered increasingly relevant and graduates are in demand internationally.

The program provides opportunities for independent and directed study and research under the guidance of a faculty advisor.

Program Learning Outcomes

- Address international demands for knowledgeable professionals in Occupational Health and Safety, reducing injuries, diseases, and associated costs.
- Contribute expertise to research and legislative activities, influencing policies and practices in respective countries.
- Raise global awareness of preventable injuries and diseases through knowledge dissemination, application, and publications.
- Successfully defend a dissertation, ensuring findings are published in an open-access, peer-reviewed journal.
- Function adeptly in leadership roles within academic and professional Occupational Health and Safety settings.
- Demonstrate comprehensive competency in Occupational Health and Safety.
- Critically review, appraise, and synthesize Occupational Health and Safety literature into applied reports.
- Exhibit proficiency in oral, written, and electronic communication, in both scholarly and technical formats.
- Collaborate effectively with others and demonstrate competency in Occupational Health and Safety leadership.

Course Requirements

Core Courses (19 Credits)

DHS 810 Key Concepts in Public Health (3 Credits)

DHS 820 Case Studies-Global Health (3 Credits)

DHS 830 Managerial Epidemiology (3 Credits)

DHS 840 Statistical Methods in Health Care Research (3 Credits)

DHS 850 Computer Applications in the Health Sciences (3 Credits)

DHS 860 Graduate Report in the Health Sciences/Comprehensive Exam (4 Credits)



Doctoral Practicum and Seminar (12 Credits)

DHS 800 Doctoral Practicum: Health Sciences (6 Credits)

DHS 802 Doctoral Seminar-Summer Residential Institute: Health Sciences (6 Credits)

Specialization (18 Credits) Countries and industries have diverse concerns in Occupational Health and Safety, ranging from regulatory compliance to nuclear fallout protection. Students will focus on specific issues relevant to their country or industry, requiring innovative research and solutions.

The student's work should contribute original insights to the field's scientific body. The research focus and application area will be determined collaboratively by the student and faculty.

Dissertation Courses (14 Credits)

The following courses in dissertation are all required for graduation Doctor of Philosophy (PhD) in Health Sciences Program. Dissertation must be taken when all the non-dissertation courses are completed. No more than one dissertation course should be taken per session.

Dissertation Guidelines

DHS 999a Dissertation - Practical Research I (Proposal)

DHS 999b Dissertation - Practical Research II (Review of Related Literature & Methodology)

DHS 999c Dissertation - Practical Research III (Data Collection & Analysis)

DHS 999d Dissertation - Practical Research IV (Dissertation complete and Oral Defense)

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School of Health Sciences Course Descriptions



BHF 401: Health Care Issues in the United States (3 Credits).

BHF 401 Health Care Issues in the United States examines the persistent issues in health care in the United States, with attention to policies and administration. In this course, students analyze developments and associated issues in various sectors of the U.S. healthcare system that affect health care delivery. Students learn about the multilevel social determinants of health, health delivery system innovations, and efforts to fortify the safety net. Topics covered in this course include problems related to access to health care, costs of health care, quality of health care, special populations, and directions for change.

BHF 402: Aging and Health (3 Credits).

BHF 402 Aging and Health focuses on health promotion among aging individuals against the backdrops of a natural part of the lifecycle, community, state, and federal health programs and services for older adults. In this course, students learn the process of aging and the problems associated with aging to manage this critical public health issue effectively. This course examines the biological, psychological, and sociological aspects of aging in relation to health and wellness. Topics covered in this course include clinical preventive services, health behavior change, exercise, nutrition and weight management, mental health, community health, various forms of support, diversity, and public health policy.

BHF 403: Medical Law and Ethics (3 Credits).

BHF 403 Medical Law and Ethics introduces students to medical ethics that govern the legal relationship between medical practitioners and their patients. In this course, students learn about the legal and ethical implications of providing medical advice, diagnosis, and treatment. This course covers ethical and legal issues in the doctor-patient relationship, consent, treating adults who lack capacity, treating children and young people, patient confidentiality, managing health records, and prescribing and administering medication.

BHF 404: Infection Prevention and Control (3 Credits).

BHF 404 Infection Prevention and Control explores effective infection prevention and control (IPC) measures and evidence-based approaches for reducing infections in all healthcare settings. Students learn infection control and prevention strategies and the environment of care to protect patients, their families, visitors, volunteers, and healthcare providers from infection. Indeed, infection control is everyone's responsibility. The clinical areas of expertise discussed in this course encompass acute care, physician's offices, labor and delivery, dialysis, and TB control.

**BHF 405: Health Policy Analysis.**

BHF 405 Health Policy Analysis integrates conceptual themes drawn from sociology and political science in analyzing health policy from a critical perspective. Through this course, students learn the conceptual linkages that demonstrate continuities in policy practice, as well as highlight policy issues facing health organizations and healthcare systems and their potential for reform. Students also learn to contextualize 'the reforms' in the healthcare system within a broader understanding of social and political processes.

BHF 410: Health Professions Internship I (3 Credits).

BHF 410 Health Professions Internship I is a group supervision course concurrently held with an on-site internship. During weekly course meetings, the instructor discusses topics on evidence-based internships in the health sciences. Students complete a supervised internship in Internship Partner sites to work in areas related to their career objectives and academic training. Charisma University arranges 90 to 100 hours for this course, with students' chosen Internship Partners. BHF 410 Health Professions Internship I is succeeded by BHF 411 Health Professions Internship II, a pure research practicum course covering a topic the student proposes out of their participation in BHF 410.

BHF 411 Health Professions Internship II (3 Credits).

BHF 411 Health Professions Internship II is a research or project-based course that a professor supervises, and which results in the students' important written document. This course is an opportunity for students to research their specific area of interest identified during their BHF 410 Health Professions Internship I (3 Credits), under the guidance of a professor. The students' selected subject matter will pertain to his or her research interests if these are in the field the health sciences. Through BHF 411 Health Professions Internship II, students gain supervised experience enabling them to acquire specialized expertise in a specific area of interest, analyze their selected topic in an in-depth manner, and produce a scholarly document.

- COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS.
 - BHF 410 Health Professions Internship I (3 Credits).
 - Internship II Application and Approval Form.
 - Internship II Research Project Proposal

BHP 401: Race, Class, and Gender in Health (3 credits).



BHP 401 Race, Class, and Gender in Health introduces students to race/ethnicity, class, immigrant status, and gender as theoretical concepts and their relation to health. This course focuses on global and historical perspectives in analyzing how race/ethnicity, class, immigrant status, and gender are related to structural and societal constraints that narrow health opportunities and choices available for individuals. Students also learn how these social factors influence people's choices in creating health and healthcare utilization outcomes.

BHP 402 Health Care Administration (3 credits).

BHP 402 Health Care Administration examines the principles and practices that guide the management of healthcare organizations in a changing service environment. Through this course, students study how healthcare administrators respond to pressures involving cost, quality, healthcare reform, organizational performance, and stakeholder expectations while managing limited resources. Students also explore leadership, strategic management, organizational structure, human resources, communication, change, quality improvement, finance, marketing, ethics, and law as major areas of healthcare administration. The course emphasizes the administrative knowledge and managerial judgment required to improve organizational performance and support effective healthcare delivery.

BHP 403: Health Literacy (3 Credits).

BHP 403 Health Literacy explores the knowledge and skills associated with finding, understanding, and harnessing information to improve personal health and navigate healthcare systems. Through this course, students learn new ways of thinking about how people engage with information about and for health, both as users and providers of information. Students also learn about the challenges of low health literacy, including higher healthcare costs, increased re-hospitalization rates, lesser use of preventive services, and increased morbidity and mortality. This course captures the wealth of thinking about health literacy by presenting perspectives of international researchers and practitioners working on health literacy in diverse settings and contexts.

BHP 404: Community Health (3 Credits).

Community Health examines strategies for community-oriented health services, including those arising from systemic influences such as environmental and social injustices. This course presents a crucial transdisciplinary shift in thinking about health services toward understanding communities as resources for improving their health outcomes. Utilizing a transdisciplinary approach, this course bridges discourses between environmental justice, public health, community well-being, and service development, the interrelationships of which are seldom considered together despite their mutual interdependence.



Students learn a rich corpus of information on community-oriented health concepts, procedures, and practices that support participatory health and well-being by allied communities.

BHP 405: Sociology of Health Care (3 Credits)

BHP 405 Sociology of Health Care introduces students to the various facets of health, illness, medicine, and health care from a sociological perspective. Throughout the course, sociological research emphasizes health-oriented sociological methods and thinking. Students learn about sociological theories applied to health, health inequalities, health and social relationships, health and disease, health care delivery, and the emergent issues in these topics.

BHP 406: Nutrition in Health and Disease (3 Credits)

BHP 406 Nutrition in Health and Disease explores nutrition in relation to health and disease from a global and environmental perspective. Students learn the evidence base for nutrition's role in health status and strategies for preventing and managing major and acute diseases. Topics covered in this course include Zika, the diseases that mosquitoes spread, smoking, and cancer with the correct interpretation of well-collected data, two natural plant foods that could be used as therapeutic medicine, and specific practices that restaurants follow for healthy outcomes.

BHP 410: Foundations of Clinical Genetics (3 Credits).

BHP 410 Foundations of Clinical Genetics provides the fundamental background and genetics tools used in a laboratory or clinic. Through this course, students learn about genetic contributions to healthcare past and present, cell biology and genetics, testing technologies and applications, and clinical genetic services. Students also learn about ethical practice in clinical genetics, genetic determinants of behavioral disorders, and policy issues in clinical genetics and genomics.

BHP 411: Global Telehealth (3 Credits).

BHP 411 Global Telehealth examines the fundamental concepts involved in successfully utilizing telehealth tools and implementing telehealth programs globally. Students learn the various forms of telehealth technologies and technology-based healthcare assistive elements that offer effective and sustainable solutions to healthcare challenges such as access to care and quality of care. Students also learn the roles that telehealth plays in different models of care and care delivery channels.

BHP 415: Introduction to Pharmacology (3 Credits).

BHP 415 Introduction to Pharmacology introduces students to the subjects of pharmacology and the calculation of drug dosage. Students learn about drugs, their sources, as well as their uses in treating disease. This course also provides students with different case studies to allow them to gain practical experience in drug calculations and routes of administration. Students also learn the attributes of common drugs, their uses, adverse effects, precautions or contraindications, and interactions.

BHS 300: Introduction to Environmental Health (3 Credits).

BHS 300 Introduction to Environmental Health explores people's relationship with the environment, with particular attention to the resulting associations between the environment and health and physical well-being for individuals, communities, and susceptible populations. This course examines health issues, the scientific understanding of the environmental causes of these health issues, and possible future approaches to control major environmental problems in industrialized and developing countries. In this course, students learn the appropriate methodologies and paradigms of the dynamic, evolving field of environmental science, ranging from ecology (environment, aquatic, and terrestrial) to epidemiology, from environmental psychology to toxicology, and from genetics to ethics. Through this course, students also learn about new developments in environmental health.

BHS 301: Biology for the Health Sciences (3 Credits).

BHS 301 Biology for the Health Sciences is an essential review of areas of biological science that relate to life, providing a strong foundation for students pursuing a career in the health sciences. In particular, this course explores scientific knowledge of the concepts central to the mystery of human, animal, and plant life. Topics covered in this course include cellular structure and function, biological molecules, variation and inheritance, applications of genetics, ecology, human effects on the environment, microbes, the human body, nutrition and circulation, homeostasis, reproduction, coordination, and plants.

BHS 302: Anatomy and Physiology for the Health Sciences (3 Credits).

BHS 302 Anatomy and Physiology for the Health Sciences provides an overview of anatomy and physiology in a clear, logical, and understandable manner, emphasizing the human body's structural and functional aspects. Students also learn about pathophysiology and clinical applications for the health sciences, both structurally and functionally, including the pathophysiology and transmission of disease. Medical terminology is a crucial part of this course.

BHS 303: Introduction to Health Psychology (3 Credits).



BHS 303 Introduction to Health Psychology introduces students to the transdisciplinary field of health psychology that synthesizes findings from clinical, social, behavioral, and developmental psychology and medicine (including epidemiology, genetics, and allied health). Students learn about the principles applicable to the entire spectrum of health, including preventive practices, end-of-life care, a broad range of health issues, and patient behaviors. Moreover, in this course, students also examine the different professional roles through which health psychologists contribute to improved health outcomes.

BHS 304: Introduction to Health Care Systems (3 Credits).

BHS 304 Introduction to Health Care Systems examines the delivery of health care services in the American health system. At the same time, this course also adopts a comparative perspective to emphasize the social, political, and economic influences affecting other countries' health systems. In this course, students learn the institutions, processes, and participants interacting in a healthcare system, particularly in the United States, and how healthcare professionals and private and public entities work together to provide patient care and finances. Topics covered in this course are organized into three themes, namely, an overview of healthcare service delivery, the major players in healthcare services, and issues in the United States healthcare system.

BHS 305: Statistical Modeling in Epidemiology (3 Credits).

BHS 305 Statistical Modeling in Epidemiology introduces students to the statistical approaches and their applications to epidemiology to prevent and control public health problems. Through this course, students learn to distinguish the different models used in testing hypotheses of epidemiological studies and select the appropriate methods to address specific research questions. As part of the hands-on exercises in this course, students learn to perform simple statistical computations and analyses.

BHS 306: Introduction to Health Information Management (3 Credits).

BHS 306 Introduction to Health Information Management introduces students to the study and development of health information management. In this course, students learn about what health information management is and how it merges the fields of healthcare and information technology. Moreover, students learn how to organize and analyze healthcare data; accurately record, store, and assess health data; utilize an electronic patient record system; and provide statistical analysis and interpret the results. Emphasis is on healthcare institutions' critical thinking, communications, and organizational processes.

BHS 308 Overview of Clinical Research (3 Credits).

BHS 308 Overview of Clinical Research introduces students to the fundamental concepts and theories in clinical research. This course provides an introductory overview aimed at students and professionals embarking on clinical research. It emphasizes the essential components of clinical studies, the types of research designs, writing proposals, and funding processes and sources for clinical studies. Students also learn about ethical standards and risks in clinical research, data collection and analysis methods, reporting findings, and the importance of evidence-based clinical practice.

BHS 310: Clinical Biochemistry (3 Credits).

BHS 310 Clinical Biochemistry explores the wealth of information on the biochemical basis of various human diseases, selecting biochemical diagnostic tests and their interpretation. Topics include requesting and interpreting tests, acid-base balance and oxygen transport, renal disease disorders of metabolism, diabetes mellitus and hypoglycemia, disorders of the hypothalamus and pituitary, abnormalities of thyroid function, and disorders of the adrenal cortex and medulla, among many others. Students also analyze recent scientific studies in biochemistry to expand their knowledge.

BHS 312: Quantitative Methods in Health Care Research (3 Credits).

BHS 312 Quantitative Methods in Health Care Research explores quantitative methods used in health care research and the issues commonly encountered in quantitative studies. Through this course, students learn the concepts, theories, and issues pertinent to quantitative research in health care. Topics in this course are organized into five themes: philosophy, theory, research problems and research questions; ethical considerations; quantitative research designs; measurement and data collection; and data analysis and presentation.

BHS 313: Qualitative Methods in Health Care Research (3 Credits).

BHS 313 Qualitative Methods in Health Care Research provides students with a comprehensive introduction to qualitative methodologies used in health care research. In this course, students learn high-level theoretical content of the philosophies subsumed within qualitative methodologies and qualitative research processes congruent with theoretical assumptions of the methodologies. Students also learn how to develop a qualitative research project and explore the potential integration of qualitative and quantitative methods in health sciences research relative to evidence-based practice, practice development, and research translation.

BHS 401: Foundations of Health Promotion (3 Credits).



BHS 401 Foundations of Health Promotion examines the individual and societal forces that have transformed the factors that influence health, including social and physical environments, medical advances, personal lifestyle choices, and legislation. Students learn innovative health campaigns, strategies, and policies crafted and implemented to improve health behaviors and practices that ultimately improve the quality of life.

BHS 402: Cultural Diversity in Healthcare (3 Credits).

BHS 402 Cultural Diversity in Healthcare explores the increasingly diverse healthcare landscape in the United States and the corresponding specific health needs resulting from diversity, some of which are unmet. Students learn about incorporating cultural competence and diversity management as important components of the current and emerging healthcare systems in the United States to address challenges brought about by diversity. Moreover, in this course, students examine the integration of three systems in American healthcare: the prevention and curative treatment system, the workforce system, and the business system. Students learn about cultural competence and diversity management as integral to all three systems.

BHS 403: BHS Managing Health Services Delivery (3 Credits).

BHS Managing Health Services Delivery examines the evidence-based management of healthcare organizations that enable health services delivery. Students learn about healthcare services, organizations, and healthcare management roles, duties, techniques, theories, and models. Other topics covered in this course are staffing, leadership, performance, decision-making, managing change, and professionalism and communication.

BHS 498 Quality Management in Health Care (3 Credits).

BHS 498 Quality Management in Health Care is a special topic course determined by the student's needs and interests in consultation with the Health Sciences faculty members. Healthcare quality is no longer limited to the manager's purview but has become a cornerstone of all healthcare practices. This course provides an in-depth examination of healthcare quality, including essential principles, techniques, and theories pertinent to quality improvement in all aspects of health care. Students learn to apply quality improvement theories and evidence-based practice to pressing quality issues confronting health and public health providers.

BHS 499 Capstone Project (3 Credits).



This course is for students pursuing careers in the health sciences. An independent study course is essentially an independent study project that culminates in the presentation of a term paper for academic review.

BHS 500: Interprofessional Practice and Collaborative Care (3 Credits).

BHS 500 Interprofessional Practice and Collaborative Care introduces students to interprofessional practice to deliver collaborative care. Students also learn about the essentials of interprofessional teams and practices to bring multiple perspectives to bear upon vexing practice problems. Through this course, students also learn to design and develop an interprofessional evidence-based practice (EBP) program that involves a strong partnership between a healthcare organization and key stakeholders.

BIO 100 GENERAL BIOLOGY I WITH LAB (4 CREDITS).

Biology is the discipline studying the complex nature of organic life, including bio-molecular structures and functions that have evolved in equally complex and regulatory processes of cells, organisms, populations, communities, and ecosystems. In this course, students learn about the most important concepts involved in those mentioned above. Specifically, students learn about the science of living organisms. Therefore, students in this course explore biological concepts, such as the chemical foundation of life, cellular structure and functions, metabolism, reproduction, genetics, evolution and relevant theories, biological diversity and classification, plant structures and functions, animal structures and functions, and a general overview of the ecosystem. Toward the end of this course, students will learn about essential techniques and safety practices in the laboratory in preparation for their future courses. Overall, this course develops a depth and breadth of knowledge and understanding about the interconnectedness and unity in biology that makes it a cohesive discipline.

BSN 311: Nutrition and Diet Therapy (3 Credits).

BSN 311 Nutrition and Diet Therapy examines the fundamentals of nutrition related to promoting and maintaining optimal health. In this course, students learn the practical applications and treatment of pathologies with nutritional components. In particular, students learn about nutrients and other substances and their action, interaction, and balance relative to health and disease, as well as the processes by which the human body ingests, digests, absorbs, transports, utilizes, and excretes food substances. This course also highlights diet therapies to



treat diseases, providing students with competencies in appropriate meal planning and education for a given patient.

BSN 325: Philosophy of Nursing Practice (3 Credits).

BSN 325 Philosophy of Nursing Practice explores the essential features of nursing practice from a philosophical perspective. In particular, students learn the philosophy of the highest quality nursing practice, emphasizing how nursing should be practiced. This course introduces an analytical nursing practice model to serve as a framework to delineate critical and essential elements of nursing practice and serve as a guidepost in addressing clinical problems.

BSN 400: Health Assessment (3 Credits).

BSN 400 Health Assessment explores methods, theories, tools, and the knowledge and skills underpinning holistic health assessment in nursing. Through this course, students learn the appropriate nursing assessment of patients in a variety of settings to determine patients' needs and plan and deliver evidence-based health care. In this course, students adopt an enquiring approach to nursing care, focusing on quality work within a multidisciplinary team setting. Topics covered in this course include factors to consider when assessing patients, communication skills for holistic health assessment, physical and psychological assessment, and cultural and spiritual health assessment.

BSN 425: Fundamentals of Nursing Care (3 Credits).

BSN 425 Fundamentals of Nursing Care explores the art and science of nursing care. In this course, students learn the theories and strategies informing how nurses deliver health care to respond to people's health and well-being needs. Through this course, students are prepared to be nurses who are knowledgeable and up to date with contemporary practice in delivering competent and evidence-based care.

BSN 431: Nursing Care for Families and Children (3 Credits).

BSN 431 Nursing Care for Families and Children Applying provides a family-centered approach to excellence in nursing care, emphasizing health promotion, quality care, and positive health outcomes. Students learn about the nursing process, strategies, and theories formulated to promote and maintain the optimal functioning of children and their families. Topics covered in this course include family partnerships in nursing care, culturally responsive care, health assessment for children and families, emotional health supports, nursing care for children and youth with special needs, and applying theory to practice, among others.

BSN 433: Quality and Safety in Nursing (3 Credits).

BSN 433 Quality and Safety in Nursing Safety explores theories, frameworks, competencies, and strategies in nursing practice to improve healthcare quality and patient safety. In this course, students gain knowledge about quality and safety in nursing as derived from multiple knowledge disciplines. This course also covers the drivers and barriers to nursing quality and safety, quality improvement models and initiatives, patient-centered care, teamwork and collaboration, evidence-based practice, and informatics. Students also examine the scholarly and applied work of researchers who develop and foster critical thinking about improving health care.

BSN 442: Clinical Leadership in Nursing (3 Credits)

BSN 442 Clinical Leadership in Nursing explores the leadership constructs applied to the nursing profession, particularly from the perspective of promoting better healthcare. Moreover, this course examines clinical-level and healthcare empowerment through nursing leadership and its positive impacts on the quality of care provided to patients in various healthcare environments. Students learn about the qualities of clinical leaders in nurses and the experience of being a clinical leader. Topics covered in this nursing course are organized into three themes: clinical leaders are role models, clinical leadership tools, and clinical leadership issues.

DHS 800 Practicum: Health Sciences (6 Credits).

This is a 16-week course which includes a 10-week practicum to be completed at the end of the specialization coursework but before a doctoral student begins the dissertation courses. With approval of faculty, the doctoral student is responsible for arranging an appropriate practicum that will meet both the needs of the program specialization and serve the dissertation topic, as well. A Practicum Report will be developed and submitted as course deliverable at the end of the 16-week course.

DHS 802 Doctoral Seminar-Summer Residential Institute: Health Sciences (6 Credits).

This 8-week course includes a 10-day doctoral institute held in Turks and Caicos Islands. The doctoral seminar will be a challenge.

DHS 810 Key Concepts in Public Health (3 Credits)

The key concepts of public health are examined with emphases on the international/global health implications. The course also addresses important health issues and problems facing the public health system. Case studies and a variety of practice-related exercises serve as a basis for learner participation in real world public health problem-solving

simulations. Since computers and the Internet's World Wide Web are now basic tools for public health practitioners, this course also seeks to foster and enhance skills related to the use of technology for accessing and using information and communicating with colleagues.

DHS 820 Case Studies-Global Health (3 Credits).

This course examines a collection of global health problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students explore case studies focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among developing countries. The basis for this course is material assembled by The Bill & Melinda Gates Foundation, Biotechnology Industry Organization (BIO), Global Health Progress (GHP), International AIDS Vaccine Initiative (IAVI), Infectious Disease Research Institute (IDRI), Association of University Technology Managers (AUTM) and World Health Organization's Special Program for Research and Training in Tropical Diseases (TDR), have joined together to prepare a set of multi-sector case studies to identify ways in which key stakeholders are addressing global health concerns. See this link: <http://www.casestudiesforglobalhealth.org/>

DHS 830 Managerial Epidemiology (3 Credits).

Managerial epidemiology is the application of the principles and tools of epidemiology to the decision-making process. It applies analytic techniques to the management of health services through the study and measurement of the health of populations. Topics include population health appraisals, determinants of health and disease, health status measurement, health service use, and design and evaluation of health care interventions. The goal of the course is improved management of health service organization resources, with the expectation of enhancing the health status of the population that the organization serves. The outcomes of the course include a student's enhanced appreciation of the uses of managerial epidemiology in strategic decision-making in a health science setting, especially in a developing country.

DHS 840 Statistical Methods in Health Care Research.

This course covers topics in statistical analysis at a professional level and is designed to assist the future health leader in understanding and interpreting data and in the role of decision maker. The course covers the collection, aggregation, and presentation of data and basic descriptive and inferential statistics. Doctoral students will get hands-on



application of spreadsheets and statistical software to the solution of various statistical problems. Statistical software package: WINKS 7 SDA

DHS 850 Computer Applications in the Health Sciences (3 Credits).

An overview of the world of computer basics--hardware, software, file management--and give you the knowledge and skills you need for efficient computer operation. Computer technology is a fundamental element of the modern application of health science knowledge and methods.

DHS 860 Comprehensive Exam/Graduate Report in the Health Sciences (4 Credits).

The purpose of this examination is for the student to demonstrate understanding, synthesis, and application of Core Courses in the doctoral program as presented in the program and applied to a health science topic of the doctoral student's own choosing. The Graduate Report in the Health Sciences will allow the student to showcase knowledge and practice skills that are representative of attributes needed to perform successfully in a health sciences career or to be successful in a doctoral program. Thus, the goal with this course is to help students learn how to develop both advanced academic and professional competencies that will help them secure a job following graduation and transition from being a doctoral student to doctoral candidate ready to undertake the doctoral dissertation. The Graduate Report should be 20 pages in length.

DNP 710 Integrity & Leadership in Nursing Practice (4 Credits)

This course focuses on management and leadership principles with an emphasis on Integrity in delivering healthcare. This course covers leadership and management theories to help candidates understand the legal and ethical implications of advanced professional nurses' role in client care, staffing, budgeting, quality improvement, and other issues. This course also covers issues and trends relative to Integrity in nursing leadership and management.

DNP 720 Health Policy & Ethics (4 Credits).

This course explores policy decisions and associated issues, shaping organizations, financing, and implementing health care services and delivery systems. Health Policy & Ethics covers ethical, social, and political issues affecting healthcare delivery, nursing services,



communities, and society. Discussions also encompass dynamics pertinent to the roles and influences of health care leaders and providers and consumers, government, and law.

DNP 730 Fiscal Analysis in Nursing Practice (4 Credits).

This course is broad-based, covering topics relevant to senior-level executives in the day-to-day management of healthcare organizations. Emphasis is given to theories and their practical application instead of preparing fiscal and financial transactions. This course uses a "big picture" approach rather than micromanaging, covering the economic effects of fiscal policy and forecasts at the federal, state, and local government sectors, particularly taxation, government spending, health economics, and public finance.

DNP 740 Risk Management Analysis in Nursing Practice (4 Credits).

This course covers how the candidate can protect patients, staff members, and visitors from inadvertent injury. Of particular emphasis of this program is how to analyze and manage risks present to patients with healthcare delivery. This course also explores how to protect an organization's financial assets and intangibles, including reputation and image. Overall, through this course, candidates gain guidance and structure on managing risks relative to clinical and business services that drive quality patient care while fostering a safe environment.

DNP 750 Project Management in Nursing Practice (4 Credits).

Through this course, candidates develop both project management skills necessary for improving health care delivery and people management skills for creating an effective project management environment in a time of crisis or calm. Topics covered are creating and managing project teams, delegation, motivation, conflict resolution, and negotiation are needed to engage stakeholders and build support for project outcomes effectively.

DNP 760 Decision Analysis in Nursing Practice (4 Credits).

This course explores decision making as a process and action. The two major topics of this course are problem solving and creativity because they are integral in mastering real-world decision-makers' skillset. Candidates will learn tools of decision making, integrating ethics, and to recognize barriers to reaching resolutions.

DNP 770 Telemedicine in Nursing Practice (4 Credits).

This course explores the roles of information and communications technologies in enabling remote patient care. Through this course,



candidates learn how health professionals collaborate at a distance and teach and support patient-self management. These topics are considered according to the perspectives of technology, clinical approaches, evidence-based practice, leadership, sociology, and politics. Core themes in this course are both non-communicable diseases and global health challenges.

DNP 780 Evidence-Based Nursing Practice (4 Credits).

This course explores the philosophical underpinnings relevant to the role of the DNP in evidence-based practice. Topics covered in this course are methods by which nursing knowledge is generated, levels of evidence that inform nursing practice, and the application of evidence to practice. Through this course, candidates will identify and analyze concepts relevant to their topic of interest, assess evidence relevant to this topic, and design clinical outcomes related to their identified topic of interest to translate the evidence into practice environments.

DNP 790 Infectious Diseases Management in Nursing Practice (4 Credits).

This course explores nursing and medical science relative to infectious diseases and their management. Through this course, candidates explore infectious diseases' epidemiology to learn about protection, prevention, needs assessment, and risk analyses. Topics include the clinical management of the patient with an infectious disease or infection, the teaching/learning process in staff education, and other contemporary issues relevant to infectious diseases.

DNP 800 Project & Practicum (6 Credits).

The Doctor of Nursing Project and Practicum prepares candidates for assuming leadership roles in complex clinical environments, developing healthcare policy, and translating research into practice. This course requires a minimum of 1000 hours of blending online and practicum learning to develop knowledge and skills in infectious disease management. Through this course, candidates will achieve advanced outcomes that include leadership, interdisciplinary collaboration, evidence-based translation practice, advanced communication, and informatics.

ENV 550: Community Environmental Health (3 Credits).

ENV 550 Community Environmental Health explores hazardous and toxic waste dumpings, large-scale industrial disasters, and their consequent adverse environmental and health effects, including



injuries, illnesses, and deaths, and strategies to address these issues. This course also examines psychosocial problems and the concept of environmental injustice among the exposed community members. Students analyze scientific studies on risk and natural and technological disasters and survey the accumulated body of literature in the field. Through this course, students learn an integrated view of community environmental health, incorporating sociological and other perspectives in discussing the problems posed by technological hazards and disasters in advanced industrialized societies and underdeveloped countries. The cross-cultural, comparative, and socio-historical analyses of toxic waste dumping, industrial catastrophes, and morbidity and mortality effects on the exposed population make this course particularly insightful.

ENV 552: Environmental and Occupational Health Studies (3 Credits).

ENV 552 Environmental and Occupational Health Studies explores the interrelationships between occupational health and environmental health. In particular, this course investigates how occupational health hazards can affect communities and the ways that environmental health problems frequently originate in workplaces. Students learn about work-related hazards, environmental degradation, poverty, and social injustice and their interactions to recognize and prevent occupational and environmental disease and injury in a rapidly changing world. Topics covered in this course are organized into five themes: an overview of environmental and occupational health (EOH), hazardous exposures, adverse health effects with emphasis on clinical features and prevention, assessment and prevention, and an integrated approach to prevention, encompassing a range of cross-cutting topics pertinent to EOH.

ENV 554: Environmental Health Ethics (3 Credits).

ENV 554 Environmental Health Ethics is a special topic course determined by the student's needs and interests in consultation with the Public Health faculty member. This course on environmental health ethics explores the conflicts between protecting the environment and promoting human health. Students learn about making ethical decisions on environmental health issues and how to apply ethical decisions to various issues, such as pesticide use, antibiotic resistance, nutrition policy, vegetarianism, urban development, occupational safety, disaster preparedness, and global climate change. This course also highlights the scientific and technical background for understanding these issues. Through this course, students explore how human values and concerns in health, economic development, rights, and justice interact with environmental protection.

EPI 550: Clinical Epidemiology (3 Credits).

EPI 550 Clinical Epidemiology explores the application of epidemiologic principles to the management of individual patients. In particular, students learn how evidence-based medicine is achieved through the application of population-based evidence to individual patient care. Moreover, through this course, students develop basic and intermediate skills for critically evaluating evidence from clinical studies to support evidence-informed healthcare decision-making. Students also learn about the design of epidemiological studies and the analysis and interpretation of epidemiological data to support clinical reasoning.

EPI 551: Environmental Epidemiology (3 Credits).

EPI 551 Environmental Epidemiology explores environmental epidemiology, primarily the effects of physical, biological, and chemical factors in the external environment on human health. Students learn about the methodological issues in environmental epidemiology, particularly the health effects of air, water, and land pollution and the health effects of radiation. This course teaches students to critically assess and interpret scientific data on potential environmental hazards to health and describe the principles of geographical and time-series studies for investigating the health effects of environmental exposures. This course also covers evidence about global climate change and the methods for evaluating its potential health impacts.

EPI 552: Epidemiological Research Methods (3 Credits).

EPI 552 Epidemiological Research Methods explores the principles and methods of population-based epidemiological research. Through this course, students learn to critically appraise epidemiologic research and analyze conceptual and practical issues in design, data collection, and interpretation in epidemiological research. Emphasis is given to causal inferences and decisions through design and analysis. Other topics covered in this course include deductive methods, hypothesis testing, measurements, sampling, and standardization of rates.

EPI 553: Applied Epidemiology and Public Health Surveillance (3 Credits).

EPI 553 Applied Epidemiology and Public Health Surveillance explores the application of epidemiological concepts and methods to essential types of surveillance systems used in public health. Particular attention is given to surveillance of infectious diseases. Through this course, students also learn the strengths and limitations of the data contained in various surveillance systems and descriptive analyses and interpretation of surveillance data. This course also covers the diverse objectives of



surveillance systems and how surveillance data inform public health action and policy.

EPI 554: Epidemiological Criminology (3 Credits).

EPI 554 Epidemiological Criminology is a special topic course determined by the student's needs and interests in consultation with the Public Health faculty member. This course on epidemiological criminology explores the public health approach to crime and violence. In particular, students learn to apply the science and practice of epidemiology and public health to criminology and criminal justice. Through this course, students explore the unique quality of an emergent epidemiological criminology paradigm, which posits that similar risk dimensions underlying criminal behaviors also underlie health risk. This course provides an objective, analytical depth of understanding that helps to stimulate and highlight methods of analyzing issues that intersect the health-crime nexus. Topics covered in this course include the historical overview of the intersection of epidemiology and criminology, theories, concepts, and methods, applying epidemiological criminology in practice and policy, and future direction and trends.

EPI 650: Epidemiology in Public Health Practice (3 Credits).

EPI 650 Epidemiology in Public Health Practice is grounded in areas of applied epidemiology that are part of public health practice. This course emphasizes students' development of competencies based on the American Schools of Public Health (ASPH) Epidemiology Competencies. As such, this course introduces students to the principles of epidemiology underpinning public health practice, including pivotal junctures in epidemiologic history, identifying, and utilizing appropriate data sources, screening for disease, and essential epidemiological models and methods.

EPI 651: Statistical Methods in Epidemiology (3 Credits).

EPI 651 Statistical Methods in Epidemiology focuses on training students to help them develop the requisite knowledge and skills to make sense of published epidemiological research and design and carry out their own studies. Students also learn the theoretical bases of statistical methods in epidemiology and the application of theory to practice. This course also covers some of the common issues in using statistics in epidemiology.

EPI 652: Communicable Disease Epidemiology and Control (3 Credits).

EPI 652 Communicable Disease Epidemiology and Control explores the essential infectious disease concepts and the principles of epidemiology used to define communicable diseases. This course teaches students how to apply these concepts and principles to control communicable diseases. Students also learn epidemiological methods to understand communicable disease surveillance data, disease transmission, as well as outbreak investigation.

EPI 653: Managerial Epidemiology and Healthcare Services (3 Credits).

EPI 653 Managerial Epidemiology and Healthcare Services explores the application of epidemiological principles to manage healthcare service delivery. This course also investigates the evidence and population-based decisions critical to effective patient care delivery. Students also learn the importance of epidemiology to public health and health services leadership.

EPI 654: Spatial Epidemiology (3 Credits).

EPI 654 Spatial Epidemiology introduces students to the objectives, principles, and methods of spatial analysis and geographic information systems utilized in epidemiology and health geography, particularly in the study of infectious diseases and health-environment relations. Through this course, students also learn most of the methods, tools, and techniques available in this field. Spatial epidemiology is one of the most essential branches of epidemiology, investigating the spatial distribution of diseases and associated determinants of health. This advanced course is introduced into the School of Health Sciences program according to students' requests and interests in consultation with the Public Health faculty member.

EPI 655: Ethics in Epidemiology and Public Health (3 Credits).

EPI 655 Ethics in Epidemiology and Public Health examines crucial and contemporary ethical issues and challenges in public health and its sciences. In particular, students learn about ethics in epidemiology practice and research, public health practice, ethics education, and ethical guidelines for epidemiologists. This course also covers theoretical and applied aspects of public health ethics at public health agencies and institutions, including general ethical principles and organizational ethics.

GBH 550: Global Public Health (3 Credits).

GBH 550 Global Public Health adopts an enhanced social sciences perspective on global public health. This course seeks to highlight the significance of social sciences with public health (and vice versa) and the social science contribution by situating and establishing global public health within the context of society, structural realities, and

human lived experience. Through this course, students explore the shift towards the central roles of the social and behavioral sciences in global public health, advancing understanding of how social influence can mold individual and population health involving global stakeholders, such as international organizations, governments, policymakers, and practitioners worldwide. This shift is felt in, for example, health inequalities and the protection of people from violence and forms of social injustice,

GBH 551: Global Health Governance and Policy (3 Credits).

GBH 551 Global Health Governance and Policy focuses on global health institutions and the policies that might help governments develop them if they do not yet exist and reform them if they are ineffective. This course covers the most pressing global health problems, policy issues, the solutions to those issues, and the implementation of governance structures and practices within complex settings. As such, students learn about leading global health concerns and understand that these problems might be fixed at the international, national, and local levels. Emphasis is on global health policies that either shape or bypass existing institutions.

GBH 554: Global Health Promotion (3 Credits).

GBH 554 Global Health Promotion is a special topic course determined by the student's needs and interests in consultation with the Public Health faculty member. This course on global health promotion focuses on the relatively new domain of health promotion and disease prevention globally. In this course, students learn the most robust evidence about the approaches that promote health and reduce morbidity and mortality in different areas of global health. Students also explore health promotion strategies and approaches through the theoretical lenses of behavior change, human rights, and the use of cutting-edge technology. Consequently, this course is organized according to four themes: foundational theories and models, strategies, scientific studies, and best practices in global health promotion.

GBH 654: Global Health Law (3 Credits).

GBH 654 Global Health Law is an advanced special topic course determined by the student's needs and interests in consultation with the Public Health faculty member. This course explores global health challenges and concepts of health laws and human rights applicable to global health. Students learn about the crucial diplomatic, political, social, and economic forces that influence global health law's scope, substance, and structure. Moreover, through this course, students learn that global health law is so vital that its importance ranges from the imperative of protecting population health to national security,



economic prosperity, and sustainable development through to normative commitments to human rights and social justice in relation to global health.

HCA 315 Bioethics (3 Credits)

This course will explain the reasonableness of human choices and actions that usually take place in nursing practice, such as end-of-life decision-making, artificial reproduction, research ethics, cloning, and stem cell research. Other topics to be covered are the nature of the principles of patient decision-making, life-sustaining treatments, reproductive Issues as well as arguments for euthanasia and physician-assisted suicide.

HCA 333: Health Care Delivery System (3 Credits).

HCA 333 Healthcare Delivery System examines the healthcare delivery system of the United States from a system perspective to provide theoretical foundations, methodologies, and case studies in each system sector. In this course, students learn about methods, theories, and models and their application to the design, evaluation, and optimization of the operations of the healthcare system to improve patient outcomes and cost-effectiveness. Students also learn the organization and characteristics of the health care delivery system, payment and reimbursement systems, agencies in health care, mental health services, the functions of health care providers, patient assessment, and evidence-based practice.

HCA 526: Health Economics (3 Credits).

HCA 526 Health Economics examines economic theories, principles, and techniques used in public health. In this course, students learn the principles that distinguish demand for health care from demand for other goods and services. This course provides insight into economic methods to promote public health policies, analyze healthcare delivery, and shape health sector reforms. Through this course, students learn to use information on the economic evaluation of healthcare interventions and better understand the strategic debates on using market elements to improve health service performance. Students also learn the financial strategies to promote public health, the gaps between theoretical concepts and political implementation, and other issues in health economics and how these issues are addressed.

HCA 532: Teaching Strategies in Health Education (3 Credits).

Focus on the fundamentals of teaching health education in a school setting, covering the 10 elements of health education, body systems,



and preventive techniques for diseases and disabilities. Includes lesson planning, classroom management, course planning, and developing a coordinated school health program.

HCA 611: Clinical Ethics (3 Credits).

This course introduces students to the ethical dimensions of clinical nursing, providing fundamental language and methodology to critically examine these dimensions. It includes advanced discussions on ethical theory and various approaches to clinical ethical decision-making. Topics covered encompass ethical issues like truth-telling, killing and letting die, informed consent, conscientious objection, and physician-assisted suicide.

HCA 623 Evidence-Based Practice (3 Credits).

Evidence-based practice refers to the conscientious, explicit, and judicious use of current best evidence to inform decision making on the care of individual clients. Thus, this program teaches different sources of information, as well as the necessary skills to evaluate the quality of available information. This program also seeks to provide students with the foundational skills necessary for the integration of research evidence and critical thinking into practice.

HCA 630 Digital Medicine (3 Credits).

This innovative course is based on the presumption that prevention is always good health advice and attainable through early diagnosis. This course discusses a range of medical technologies used both inside and outside the body for the purpose of prevention.

HCA 671 Change Management in Health Care (3 Credits).

Change Management in Health Care explores the strategic change management process in the delivery of health care. This course emphasizes new models of strategy implementation related to change management, behavioral barriers to successful strategic change, important nursing roles in the strategic change process, as well as success factors in strategy implementation related to change. The course also delves on leadership concepts related to health care change management and how leaders can facilitate the successful implementation of strategies of change. Other topics to be discussed are within the context of health care mission, planning, program implementation, resource allocation, and program monitoring evaluation.

HCA 673: Diversity Management in Health Care (3 Credits).



HCA 673, Diversity Management in Health Care investigates the incorporation of cultural competence and diversity management as crucial components of the current and emerging healthcare systems in the United States. Through this course, students learn how to mitigate healthcare inequities arising out of systemic, organizational, and individual diversity. Students explore the advantages of diversity, equity, and inclusion interventions to improve the healthcare service delivery and workplace. This course adopts the systems perspective and also explores evidence-based strategies that help mitigate systemic racism and microaggressions in health care. Topics in this course are organized into four themes: diversity and equity, developing cultural competence, cultural competence.

HCA 679 Decision Making in Health Care (3 Credits).

This course explores the major elements of health care decision-making. Topics to be discussed are meant to provide basic understanding of the methods used to develop decision rules, decision analyses, patient decision tools as well as strategies. There will also be emphasis on quantitative decision-making models applicable to 'real world' situations that frequently emerge in the health care setting.

MPH 501: Principles of Public Health (3 Credits).

MPH 501 Principles of Public Health explores the essential principles, theories, and public health models. This course was designed to prepare public health students by emphasizing the five of the core areas of public health, namely, biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences. In particular, this course explores topics on descriptive and analytical epidemiology, descriptive and inferential biostatistics, the social and behavioral sciences, models and methods in health education and health promotion, population dynamics and control, environmental issues that affect health, and the organization, financing, and delivery of health services and public health systems in the United States. In this course, students also learn about program planning, budgeting, management, and assessment in public health initiatives, as well as systems thinking and leadership in public health.

MPH 502: Principles of Biostatistics for Public Health (3 Credits).

This course provides an overview of the role of biostatistics in advancing public health activities. It covers landmark studies and cases in various



fields, including clinical trials, epidemiology, environmental studies, and healthcare evaluation. The course emphasizes statistical applications in a real-world setting, using the SPSS statistical software package. Both “point-and-click” and command syntax methods are explored.

MPH 502: Principles of Biostatistics for Public Health (3 Credits).

This course provides graduate students with an overview of the role of biostatistics in advancing public health activities and improving public health. Biostatistical and data management concepts will be presented with an emphasis on statistical applications in a real-world setting. Students enrolling in this course must download the R Statistical Package, a freely distributed software package for statistical analysis and graphics.

MPH 503: Principles of Epidemiology for Public Health (3 Credits).

MPH 503 Principles of Epidemiology in Public Health examines the principles, concepts, and methods of recent epidemiologic investigation of health-related events and processes. Through this course, students gain a core epidemiologic toolset that helps them understand the place of epidemiology in general health thinking and communicate and apply the principles of epidemiology. Students learn to read and evaluate health-related work critically using epidemiologic principles. Topics covered in this course are organized according to four themes: foundations and principles of epidemiology, study design and interpretation, data analysis, and special issues.

MPH 504: Environmental Public Health (3 Credits).

MPH 504 Environmental Public Health examines people's relationships with their environment, the risks of their choices relative to the environment, and the resulting associations that affect the health and physical well-being of individuals, communities, and vulnerable populations. Through this course, students learn the foundational and technical concepts in environmental public health, from the global to the local scale. Primarily, students learn the environmental factors impacting health outcomes, the control measures currently used for preventing or mitigating the health effects from negative impacts, and where to access information to make a difference in health at the individual, community, or higher levels. Topics in this course are organized into five themes: methods and paradigms, environmental health on the global scale, environmental health on the regional scale, environmental health on the local scale, and the practice of environmental public health.

MPH 505 Health Behavior and Public Health(3 Credits).



MPH 505 Health Behavior and Public Health provides a comprehensive, post-graduate level overview of principles and theoretical perspectives on the determinants of health behavior and public health. This course teaches students the psychological, social, and cultural influences on health behavior and behavioral change within the public health landscape. Students learn the state of the science in health behavior and public health interventions, encompassing individual, family, community, and policy interventions. Topics covered in this course include social and behavioral sciences in public health, models of health behavior relevant to public health, and community and group models of health behavior change.

MPH 506: Health Services Management (3 Credits).

MPH 506 Health Services Management explores the key issues in public health services management and administration. This course teaches students about healthcare funding and public health services management, including human resources, performance, and change management. Students also learn about managerial leadership from the perspective of effective public healthcare service delivery. This course provides a theoretical and practical understanding of the organizational and administrative processes and the requisite skills for achieving these tasks.

MPH 507: Public Health Program Planning and Evaluation (3 Credits).

MPH 507 Public Health Program Planning and Evaluation comprehensively explores the development of public health programs that address critical health issues affecting local, national, and international communities. In this course, students learn the processes and systems in program management for public health, including planning, design, implementation, assessment, monitoring, and evaluation. In particular, students learn the core and facilitative activities through which program mission and objectives are established and pursued through various processes, using human and other resources. Topics covered in this course are organized according to the work of public health program managers, planning, and designing effective public health programs, leading to accomplishing desired results, decision-making, effective communication, total quality management, marketing, evaluation, and relevant issues.

MPH 508: Public Health Internship (3 Credits).

MPH 508 Public Health Internship is a group supervision course concurrently held with an on-site internship. During weekly course meetings, the instructor discusses topics on internship in public health, including evidence-based practice for internships, evidence-based practice skills and interventions for internships, and using evidence in

practice. This course covers other topics to strengthen the student's professional skills, including potential conflicts and how to address them, internship as a mode of learning and model of education, ethical internship, and techniques in preparing for career positions. Students complete a supervised internship in Internship Partner sites to work in areas related to their career objectives and academic training. Charisma University arranges for students to work 12 weeks at 20 hours each week at their chosen Internship Partner.

MPH 509: Individual Capstone Project.

MPH 509 Individual Capstone Project focuses on the practical application of public health foundational and concentration competencies in a project. This course requires an individual major research paper or thesis (Capstone Project), through which the student demonstrates learning and skills developed during their Master of Public Health (MPH) program. Students are provided a Capstone Manual with explicit guidance for the Capstone Project. This course may not be taken until all other core MPH courses are completed and the student has garnered a 3.0 GPA.

- COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS.
 - All Master of Public Health (MPH) Core Courses.
 - Individual Capstone Project Proposal Abstract

MPH 510: Research Methods in Public Health (3 Credits).

MPH 510 Research Methods in Public Health explores research methods, including emerging research designs, that help public health researchers effectively address complex health issues. This course introduces students to a number of research methods particularly appropriate for addressing the context of health issues, translating research into action, as well as engaging public and relevant stakeholders.

MPH 530: Public Health Policy (3 Credits).

MPH 530 Public Health Policy explores policy issues confronting public health practitioners. Through this course, students learn public health policy interventions, the role of advocacies, the theoretical motivations for pursuing them, the political, economic, bureaucratic, and social influences that influence policymaking decisions, and the public health consequences of such decisions. A crucial aspect of this course is introducing a framework for analyzing public health policies. Along with conceptual discussions, this course highlights case studies of pertinent public health policy issues.

MPH 535: Public Health Leadership (3 Credits).



MPH 535 Public Health Leadership explores the need to transform public health leadership and organization. Emphasis is on new skill development among public health professionals and leadership training for those responsible for public health programs. In this course, students explore essential leadership skills for public health, particularly competencies in change management and conflict management techniques, culture-building abilities, quality improvement, communication, team building, and collaboration. This course also emphasizes that a robust public health infrastructure requires strong leaders dedicated to achieving public health goals and profoundly changing how public health departments are organized and led. Topics covered in this course are organized into three themes: issues and methods in public health, issues and methods of public health leadership, and case studies.

MSN 515 Community Health Nursing (3 Credits).

This program teaches students about the roles and functions of community health nurses using principles, theories, and concepts. Topics included are therapeutic communication, group process theory as well as its application to practice. Emphasis is given to nursing processes and nursing roles necessary for the promotion of system stability and maximum functional status of individuals across the lifespan, families, groups, aggregates, and community.

MSN 520: Nutrition and Diet Therapy (3 Credits).

This course delves into the principles of nutrition, diet therapy, and food preparation. It builds upon foundational knowledge of essential nutrients, exploring their role in maintaining optimum health. Topics include the relationship between nutrition, physical fitness, and weight management, food safety policies, nutritional needs throughout the lifecycle, and disorders and diseases related to nutrition.

MSN 521: Pharmacology (3 Credits).

This course provides a comprehensive understanding of the properties, impacts, and therapeutic values of primary agents in major drug categories. Topics include nutritional products, hormones, diuretics, blood modifiers, cardiovascular agents, respiratory, and gastrointestinal agents.

MSN 541 Nursing Informatics (3 Credits).

Through this course, students will understand computer systems and how they are used to support nursing and health care administration. Emphasis is given on computer applications software for Internet research and data analysis and reporting. Students will be provided with



"hands-on" exposure to word processing, spreadsheet, database management, presentations graphics, and web page authoring.

MSN 603 Nursing Research (3 Credits).

Nursing Research discusses the research process and its application to nursing and nursing practice. Discussions will be undertaken on different types of research and research methods, including statistical method. Emphasis will be given to rights and responsibilities toward human subjects.

MSN 603: Nursing Research (3 Credits).

This course delves into the research process and its application to nursing and nursing practice. Topics include various research types and methods, with emphasis on statistical methods. Rights and responsibilities toward human subjects are discussed.

MSN 617: Competency Appraisal (3 Credits).

This course delves into nursing theories, principles, and processes essential to practice, emphasizing health promotion and care across the lifespan. Using the nursing process, it integrates competencies for clients at risk or facing problems in various settings.

MSN 635: Nursing Leadership and Management (3 Credits).

This course delves into leadership and management theory with a focus on developing skills for understanding and implementing change in healthcare settings. Topics covered include leadership frameworks, change management paradigms, project management, systems theory, organizational culture, and financial management.

MSN 755: Pathophysiology (3 Credits).

This course explores human pathological processes and their impact on homeostasis. It focuses on the interrelationships between organ systems that deviate from normal functioning due to infection, necrosis, stress, and carcinogenesis.

MSN-C 511: Health Assessment (4 Credits).

This course equips students with the practical skills and knowledge to conduct holistic health assessments, laying the foundation for nursing intervention and practice. Students will learn and apply health assessment procedures, including history-taking, examination, palpation, percussion, and auscultation. The course covers normal assessment results and explores variations in cultural differences.

MSN-C 665: Fundamentals of Nursing Practice (5 Credits).



This course focuses on developing students' competence in safely, legally, and ethically meeting patient needs throughout the lifecycle within a multidisciplinary healthcare context. It explores nursing roles within multidisciplinary teams, theoretical applications, patient safety, multicultural competence, and the philosophy of nursing.

MSN-C 700: Maternal and Child Health I (10 Credits).

This course covers theories, principles, and methods for delivering high-quality and safe healthcare to mothers and children. It includes preventive care for mothers, interventional and rehabilitative care for reproductive health issues, and focuses on childcare across the developmental continuum.

MSN-C 750: Maternal and Child Health II (10 Credits).

Building on Maternal & Child Health I, this course takes a global perspective on critical maternal and child health issues. Students learn about the social and biological determinants, policies, and international laws impacting maternal and child health. The course emphasizes a research paper focusing on global maternal and child health improvement, with attention to chronic health problems.

MSN-C 761: Mental Health Nursing (3 Credits).

This course, building upon foundational mental health nursing learning, extensively analyzes current policy and legislative frameworks. It covers interventions using the recovery approach and patient-centered care.

MSN-C 765: Residency (8 Credits).

This residency course is designed to build upon the scientific, theoretical, and clinical foundations acquired in the MSN program. Students will synthesize knowledge, academic readings, and findings from scientific studies, along with clinical experience, to enhance their practice and contribute to healthcare delivery. The residency will focus on one nursing clinical field, such as Maternal & Child Health, Geriatrics, Mental Health, or Medical-Surgical.

MSN-C 771: Medical Surgery Nursing (10 Credits).

This course focuses on caring for adult patients in acute care settings, addressing commonly occurring medical-surgical problems. Emphasis is placed on the application of nursing theory to practice with a focus on evidence-based approaches.

MSN-C 801: Geriatrics Nursing (10 Credits).

This course focuses on integrating knowledge and experiences in adult health specifically tailored to older adults. The course is grounded in the



theory of healthy aging, emphasizing health promotion, illness prevention, and quality of life for the aging population.

PHS 550: Information Systems for Public Health Organizations (3 Credits).

PHS 550 Information Systems for Public Health Organizations prepares future public health professionals with the knowledge and skills to manage information and information systems technology effectively. Students learn about information systems utilized in health-oriented organizations, particularly in public health organizations. Topics covered in this course are organized according to five themes: significant drivers of national health information system development and adoption; selecting, implementing, evaluating, and managing health information systems; laws, regulations, and standards affecting health care information systems; management issues related to health care information systems, and research in health information systems.

PHS 552 Public Health Services Management (3 Credits).

This course is an introduction to the principles and methods for organization and management of government and non-government public health programs.

STAT 320 Biostatistics (3 Credits).

Through this course, the students will learn statistical concepts and analytical methods typically applied to data used in biotechnology and biomedical sciences. This program emphasizes the fundamental concepts of experimental design, statistical inferences as well as quantitative analysis of data.

Appendix A

Memorandum of Understandings

FPT School of business

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made on August 13, 2020 by FPT School of Business and Technology, FPT University, a private education organization operated under FPT University located at VAS-FSB Building, My Dinh 1, Tu Liem, Hanoi, Vietnam represented herein by Dr. Nguyen Viet Thang, Dean (Hereinafter referred to as "FSB") and Charisma University, a non-profit private University located in Grace Bay, Providenciales, Turks and Caicos Islands represented herein by Dr. PeterChris Okpala (Hereinafter referred to as

PARTIES

(1) FPT School of Business and Technology, FPT University (FSB), VAS-FSB Building, My Dinh 1, Tu Liem, Hanoi, Vietnam; and

(2) Charisma University, #44 Salt Mills Plaza, Grace Bay, Providenciales, Turks and Caicos Islands.

BACKGROUND

(A) The general memorandum of understanding 'illustrates the rationale and scope for collaborative actions between the two parties.

(B) This Memorandum of Understanding ("MOU") is not, and is not intended to be, legally binding.

Article 1

FPT School of Business and Technology (FSB), FPT University and Charisma University (CU) hereby agree to establish a partnership within which academic cooperation may develop between the two institutions. This partnership is established to further the mutual interests of, and to foster and develop cooperation between, the two institutions in accordance with their individual mission and objectives, especially in respect of internationalisation. The parties indicate their willingness to co-operate in the promotion and facilitation of the existing curricula activities of both parties.

Article 2

FSB and CU acknowledge that an international experience for students, professors, researchers, and administrative personnel is integral in the positioning of a business school in the global economy. As such the parties agree to work together in the following areas of cooperation:

Exchange of students.

Exchange of faculty.

Joint research projects, conferences, and publications.

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- Any other agreed upon activity conducive to the deepening of the relationship between FSB and CU.

Article 3

This Memorandum of Understanding will be supplemented by a Partnership Agreement, which will set out in more detail the areas of co-operation agreed and the responsibilities of each party.

Article 4

The Memorandum of Understanding will last for 5 years in the first instance and will be reviewed annually. The Memorandum of Understanding may be renewed, and the Partnership Agreement may be extended upon expiry. Each year the institutions will evaluate the extent of activities specified in the Partnership Agreement and, in the case of student, staff, or faculty exchange, agree any adjustment that should be made in the remaining period of the Agreement to redress any imbalances.

Article 5

Either party reserves the right to modify or terminate the Memorandum of Understanding. This must be done in writing 6 months before the beginning of the next academic year of the partner institutions (whichever starts earliest).

Article 6

The terms of such mutual assistance and necessary budget for each programme and activity shall be mutually discussed and agreed upon in writing by both parties prior to the initiation of the programme

or activity under a Partnership Agreement.

Article 7

This Agreement is signed on 13/08/2020 and is made out in 2 (two) original copies, Each of the Parties keeps one (01) copies. All original copies hereof are identical and legally equal.

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IN WITNESS THEREOF, the parties representing the institutions have offered their signatures:



.....
duly authorised for and on behalf
University, of Charisma University,

Nguyen Viet Thang

Dean of FPT School of Business and Technology Founder/Chancellor Vice
Rector of FPT University Charisma University

Date

.....
duly authorised for and on behalf of FPT

Dr. PeterChris Okpala

Date 08/13/2020

MEMORANDUM OF UNDERSTANDING

Between

International European University (Kyiv,
Ukraine)

And

Charisma University (Providenciales, Turks & Caicos islands)

Purpose

With the object of promoting their co-operation in academic education and research, International European University ("IEU") and Charisma University individually also "Party" and collectively the "Parties", enter into the following Memorandum of Understanding ("MoU").

Forms of Co-operation

Within such fields as are mutually acceptable for the Parties, the following forms of co-operation, amongst others, may be pursued hereunder:

Exchange of students

Dual-degree programs

- Joint teaching activities

Joint research activities

Visits by, and exchange of, scholars, teachers and other staff.

Specific Co-operation Projects

Specific co-operation projects, for instance within such fields as described in section 2 above, must be negotiated separately between the Parties and are in each specific case to be established in separate written agreements, stating the respective rights and obligations of the Parties. In case of any ambiguity or conflict of terms between the terms and conditions of this MOU and those of a separate agreement as mentioned above, the terms and conditions of such separate agreement shall prevail.

Financial Arrangements

Both Parties understand that all financial arrangements between the Parties have to be further negotiated and mutually agreed, and will depend on the availability of funds. Both parties may seek financing of joint activities from internal and external sources available to them.

General Coordinators

Each Party shall designate an administrative office to oversee and facilitate the implementation of any agreements arising out of this MoU. These offices are:

For : International European University For XX:

International Development Department.xx

E-mail: intdep@ieu.edu.ua E-mail: xx For XX:

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For : Charisma University

Founder & Chancellor's Office Dr. Peterchris Okpala

E-mail: peterchris.okpala@charisma.edu.eu E-mail: peterchris.okpala@charisma.edu.eu

Tel: + 1-649-941-7337 Tel: + 1-649-941-7337

Liability

Except for loss or damages caused through gross negligence or intent, the Parties shall have no liability to each other hereunder.

Legal Relationship

This MoU shall be construed as a statement of purpose to promote a genuine and mutually beneficial collaboration between the Parties. Nothing in this MOU shall create any legal relationship between the Parties.

Commencement, Renewal, Termination

This MOU will be effective from the date of the last signature hereto and will remain in force for a time period of five (5) years, with a possibility for renewal at the end of the five-year-period, subject to the Parties' written agreement. Either Party may terminate this MoU by giving six (6) months' notice in writing to the other Party.

This MOU has been drawn up in two (2) original copies in the English language, each Party receiving one duly signed copy hereof.

Signed on behalf of

International European University:

Signed on

behalf of

Charisma
University



Place:

Place: Providenciales, Turks & Caicos Islands

Date:

Date: December 1, 2021

Prof.



Oleh Padalka

Rector of the International

Akt. Prof. Oleh Padalka

European

University

Dr. PeterChris Okpala

Founder & Chancellor of Charisma

University



Memorandum of Understanding

BELLEVUE UNIVERSITY

And

CHARISMA UNIVERSITY

Bellevue University and Charisma University hereby establish a Memorandum of Understand (MOU) to facilitate the terms of an educational partnership between the two institutions.

Purpose

1. This memorandum, between, Bellevue University located at 1000 Galvin Road South, Bellevue, NE 68005 and Charisma University located at 30 Sandcastle Road Unit 214, Neptune CT, Grace Bay, Turks and Caicos Islands, is to facilitate progress toward educational and career goals by creating a smooth transition for students transferring to Bellevue University.
2. This memorandum defines the nature of the relationship and responsibilities between Bellevue University and Charisma University. The parties mutually understand that this agreement is intended to represent a good faith effort to accommodate the partnership and carry out the parameters defined below.

Transfer Qualifications

1. Students who have attended Charisma University are eligible to utilize and are subject to the academic credit transfer options published in Bellevue University course catalog
2. Academic transfer credit may be awarded on a course-by-course basis or by transferring a complete degree
 - o Students transferring with a completed Associate or Bachelor degree will satisfy Bellevue University general education core curriculum.
3. Transcripts must be sent directly from an approved designate within the Charisma University
 - o Approved institution designate will utilize a secure system (which may include; secure FTP, etc.) to deliver transcripts.
 - o All academic transcripts presented for transfer credit evaluation must be in English
 - Transcript documents not translated in English are required to be submitted to World Education Services (WES) for evaluation.
4. Transfer students seeking degree conferral from Bellevue University must satisfy all degree requirements as stated in the University Catalog which includes a minimum residence requirement of 30 credit hours.

Marketing:

Neither party may make any public statement other than publicly acknowledging this articulation and relationship without the other party's prior written consent. Both institutions may list their counterpart on their official website and/or other marketing materials as an educational partner. The principle party's listed in this agreement may not utilize copyrights, trademarks and branding of their counterpart without prior written consent.

Accreditation:

Both parties enter into this agreement in the spirit of cooperation and mutually recognize each other as quality organizations of higher learning. Bellevue University and Charisma University will ensure that they maintain accreditation with the appropriate accrediting body and ensure that all operations will be in keeping with accreditation requirements of the two institutions.



Duration and Termination of Agreement:

This MOU shall be effective upon executive signatures below and shall continue in force and effect until either party requests amendment or termination of said MOU. Amendment shall occur at the mutual agreement of both parties. Termination shall occur upon written notice by either party to the other submitted ninety (90) days prior to the termination date. Bellevue University programs in progress at the time of termination shall be permitted to run to completion for the sake of the student participants.

A handwritten signature in blue ink, appearing to read "Donna McDaniel".

Donna McDaniel, Executive Vice President
Bellevue University

7/2/15

Date

A handwritten signature in blue ink, appearing to read "Dr. John Beyer".

Dr. John Beyer, President/CEO
Charisma University

07/01/2015

Date