American University of Sovereign Nations

Academic Catalog 2020
Welcome Message

Kia ora. It is with great pleasure on behalf of the faculty and students that we welcome you to the American University of Sovereign Nations (AUSN). AUSN is a monumental historic development: the development of a decolonized global university on Native American Sovereign Land in the United States of America, with residential/blended programs all around the world. Since our establishment as a non-profit educational charity (501c3) in 2013, we have offered over two million USD in scholarships to students in over 40 countries of world.

We offer degrees for persons at all stages of our shared search for knowledge! AUSN does not require any formal entrance examination or language examination in order to make an application, and will consider your life experience in the construction of a personal path of learning. AUSN has 7 Master’s and 2 Doctoral degree programs.

AUSN was licensed to offer four Masters degree programs on 21 April 2014, and the first graduates from the Master of Public Health (MPH) and Master of Bioethics and Global Public Health (MBGPH) gave their public defense to graduate on 4 November 2015. AUSN is the first and only Master of Public Health (MPH) to be located on Native American Sovereign Land. AUSN was also licensed to offer a PhD program on Bioethics, Sustainability and Global Public Health, and a Masters of Science in Sustainability degree on 28 January 2016. AUSN has an expressed and dedicated commitment toward academic excellence, the pursuit of truth and social justice, the discovery of new knowledge through the attainment of the highest level of scholarship, research, critical-thinking and analysis. AUSN is based on the promotion of respect for human rights, fundamental freedoms, peace, the sense of human dignity, and the promotion of understanding, tolerance and friendship amongst all nations and all Peoples, and a proud member of the United Nations Academic Impact.

AUSN is deeply committed to offering excellence of scholarship, through which we will,

▪ provide our students the intellectual freedoms and ability to rejoice in the discovery of critical thought and the pursuit of excellence;
▪ provide our students the knowledge and the commitment required for full participation and service as future members and leaders of the learned professions;
▪ properly prepare future leaders of our communities who will be committed and vigorously engaged in helping those who suffer, are burdened by social injustices, or who are stricken by disease and disaster, for the benefit of all peoples and populations;
▪ help our students understand the sense of obligation of citizenship, and need for a requisite commitment to the promotion of human tolerance and understanding, human respect, integrity, and human dignity.

I come from Christchurch, Aotearoa/New Zealand, and our faculty come from all around the world. If you are moved by the pursuit of justice, seek excellence in all that you do, desire to make a difference in the lives of others and our planet, and have the wisdom to move forward with your dreams, we believe that the AUSN will be the right choice for you to begin a lifelong journey of education toward becoming a scholar, a contributor to society, a worthy and loving citizen of the world, and an advocate for what is right.

We look forward to seeing you soon – in class!!!

Darryl Macer, Ph.D., Hon.D., MPH President
# Table of Contents

I. Who we are and our Mission  
   Accreditation  
II. Board of Governors  
   Board of Advisors  
III. Faculty  
   Organizational Chart  
IV. Research Schools and Organization  
V. Academic Collaborative Agreements (Including Study Abroad Institutions)  
VI. Academic Information  
   AUSN Honor Code  
   AUSN Scholarships and Sovereign Nation Scholars  
VII. Academic Degrees (Postgraduate)  
   Admission Requirements and Procedures  
   Masters in Public Health (MPH)  
   Masters in Bioethics and Global Public Health (MBGPH)  
   Masters in Healthcare Administration (MHA)  
   Masters in Business Administration (MBA)  
   Masters of Science and Technology for Sustainability (MSS)  
   Masters of Science in Sustainability, Peace and Development (MPD)  
   Masters of Arts in Leadership, Wisdom and Resilience (MA)  
   Masters of Philosophy (M.Phil.)  
   PhD in Bioethics, Sustainability and Global Public Health  
VIII. Undergraduate / College Degrees  
IX. Educational Programs (Postgraduate Certificates)  
   Admission Requirements and Procedures  
   Postgraduate Certificate in Community and Peace (CCP)  
X. General Policies  
   Grievance Policy and Procedures  
XI. Financial Information  
   Refund Policy  
XII. Alphabetical List of Courses (Graduate School)  

Appendix I Application for Student Admission  
Appendix II Enrollment Agreements  
Appendix III Notice of Cancellation of Student Enrollment Agreement
I. Who we are and our Mission

A. The Spirit of Liberty and Bandung

The first article of the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights are:

All peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

It is upon that foundation of liberty and self-determination that AUSN operates, unshackling education from artificial constricts to the expansion of the human mind and truly global social networks. Education is a basic human right, which is not something someone else should be able to take away from you.

AUSN is a body of faculty and students from around the world who have gathered together to form a non-aligned University to rejoice in learning from all knowledge traditions, the most advanced Western concepts and the indigenous traditions wisdom traditions from all corners of the world. Providing a forum for decolonized knowledge to be explored critically and rigorously, while respecting different people’s values and beliefs is an essential component of AUSN.

The first graduates of AUSN received their certificates in the Asia-Africa Summit Hall, Bandung, Indonesia, a venue chosen for its symbolic importance from the 1955 Summit, in the 60th anniversary of the Asia-Africa Summit (2015). At this summit the non-aligned movement was launched among countries who were newly independent from colonization in Asia, and African countries who were exploring their movements for freedom and democracy.
The faculty are dedicated to the advancement of knowledge of students and come from institutions across the world. 95% of faculty have doctorates. Most faculty are teaching students as their daily profession for decades, and are innovators in educational pedagogy, civil society and government policy advisers, globally. Many of our students are also faculty in universities around the world.

B. About the AUSN President

Dr. Darryl Macer is the President of AUSN, and also has served as Provost of AUSN since cofounding AUSN in March 2013. Dr. Macer is a world renown scholar who served from 2004 until February 2013 as UNESCO Regional Adviser for Social and Human Sciences in Asia and the Pacific, also heading UNESCO Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHSAP), UNESCO Bangkok. Professor Macer is credited with over three hundred academic publications (over 50 books and 250 Peer Reviewed papers in academic journals and books; and other academic publications in academic journals).

He was recognised by the U.S. government as a person of “Extraordinary ability” when issued a O-1 visa to enter the United States, and then became a permanent resident. Dr. Macer taught undergraduate and graduate students as a Foreign Professor at the University of Tsukuba, Tsukuba Science City from 1990-2005, and was appointed to the first lifetime faculty position in bioethics at any National University in Japan in 1995 in recognition of his teaching ability. He has been the principal supervisor for completion of over fifty Masters degree and 8 doctoral degree students from around the world, and supervises more currently. He has also been a thesis examiner for Masters and Doctoral students in universities around the world since 1992, and has coordinated global programmes on bioethics and critical thinking (including philosophy) education at university and school levels for two decades. In addition he continues supervision of students and researchers in many current affiliated positions.

Dr. Macer also serves as Affiliated Professor, Department of Philosophy, University of Kumamoto, Japan (since 2007) and Director, Eubios Ethics Institute, (New Zealand; Thailand and Japan (since 1990). Dr. Macer is also the Secretary of the Asian Bioethics Association, and was responsible for UNESCO programmes in Social and Human Sciences, including youth, ethics of science and technology, gender studies, philosophy, social and human sciences and sports for two thirds of the world’s population, in the broad Asia-Pacific region for a decade.
c. Why do we need yet another University?
There are some excellent universities in the world. There are many mediocre ones. So why do we need yet another one?

Every three seconds someone dies in the world as a result of bad policy decisions. Despite the good intentions and efforts of many, the leaders across many communities and in the world seem to fail to deliver evidence-based policy. For example, in the United States there is a thirty year lower life expectancy among Native Americans compared to other citizens.

Many people consider the elite at universities to be living in a different world to reality. Yet there are many gifted individuals working in universities all across the world. The framework and content of knowledge taught in many universities is not in tune with the needs for cultural and intellectual diversity that our world needs for the 21st century. We stand together with our ancestors and our future generations as in our biological, social and spiritual heritage.

Can we bring the best of all forms of knowledge together in a decolonized university, rejoicing in wisdom from every source of science, philosophy and creativity? We think so. The faculty of AUSN joined the AUSN endeavor because they share this dream and will make it happen in reality. Most AUSN faculty are also employed at leading universities all around the world, and they provide their time to AUSN on a voluntary basis as we develop a new university.
D. What is a Sovereign Nation?

The United Nations Charter states “We the Peoples of the world…”, recognizing that in 1945 many people were not represented by their own government. It is a right of each person and community to be a member of a sovereign nation. The history of colonization in the world is generally a bloody one, but it was not just lives that were lost, or but also ideas. Our heritage is our past, present and future, and it includes our biological, social and spiritual heritage. We hope that we can facilitate the development of contemporary reflections by all people based on their heritage as they work together for the future.

There are over two hundred nations in the world who join together in the United Nations, and inside some of these nations there are others. In the United States itself there are 566 federally recognized sovereign nations of indigenous persons who were in the United States before the arrival of the Europeans. There are some tribes that are not federally recognised as well, although some are recognized by states. In the world’s most populous democracy, India, there are 326 tribes recognized.

For AUSN, a sovereign nation is a tribal community group where the members recognize themselves as a distinct “nation”. Our identity is where we come from, and we start with that recognition of the inherent dignity of everyone, and welcome all as equal members of the AUSN family. It is a starting point for us to learn so many ideas. We ask everyone to respect the opinions, views and history of others, even if they do not personally agree with it. There are many differences in beliefs between any two people from the same group, but we can all learn together and become stronger because we stand together.

In our School of Indigenous Peoples and Global Studies we also see people proud of their ethnicity, state and nation, who are prepared to discuss and learn from each other. In some regions of the world states are still in the process of formation and reform, and the world of 1945, 1975, 2005 and 2035 will no doubt have different sovereign boundaries. A sustainable world will need respect for human rights and the environment with more informed decisions than we often see being made over history and today.
E. Why “American” University of Sovereign Nations

We use the term “American” because we were firstly located in the Americas, and because of the positive ideal of what the term “America” stands for - freedom, democracy, and a chance to work hard and make a difference in the world. There are critiques of America, and some crimes and tragedies that have occurred counter to the constitution, but we can freely discuss these and lessons to learn because academic freedom is privileged in this country.

AUSN has students from Australia, Bangladesh, Cambodia, Cameroon, Canada, Chile, China, Egypt, Ethiopia, Germany, India, Indonesia, Iraq, Iran, Japan, Kazakhstan, Korea, Malawi, Malaysia, Mexico, Micronesia, Mozambique, Myanmar, Nepal, New Zealand, Nigeria, Pakistan, the Philippines, Saudi Arabia, Singapore, South Africa, Spain, Taiwan, Tanzania, Thailand, Tunisia, Turkey, Uganda, UK, USA, Vietnam, and Yemen. People from other nations also join our programmes and are welcome. All persons come as individuals not representing their nation, but we come together with our identities of where our ancestors came from and the many who helped forge us into the persons we are.

About one quarter of our first hundred students were indigenous, and some of these came from the 566 federally recognized sovereign nations inside the United States of America. The Americas is described as the New World by many people, and in terms of human history it is. The first university in the Americas we know was developed a millennia ago in Xochicalco Mexico, and students came from many indigenous tribes to study and learn together.
Located on Sovereign land

All our scholars and faculty pay respects to the ancestors of the land, and try to learn from the community members on the governance models, and the challenges with education, health and life that many indigenous peoples face as they rebuild from the impacts of colonization.

From 2013 to mid 2016 AUSN was located on the land of the Salt River Pima-Maricopa Indian Community (SRPMIC), in Scottsdale, Arizona. AUSN has also had close collaboration since 2014 with members of the San Carlos Apache nation, and moved to San Carlos Apache nation in mid 2016. The first student of AUSN was Lian D'Avignon, a member of San Carlos Apache community. In June 2014 Dr. Macer met with Council members Wendsler Nosie and Fred Ferreira in the San Carlos Apache community to discuss possible cooperation, and in 2016 AUSN held professional training for the Education Department of the San Carlos Apache Tribe, among other activities.

AUSN has also organized activities in other tribal nations including the Navajo nation, and Gila River Indian Community, and has the intention to work with all Peoples, including indigenous communities for a better future. The SRPMIC is comprised of two Native American Tribes with distinct backgrounds and cultures: the Akimel O'Odham (River People – “Pima”) and Xalychidom Piipaash (People who live toward the water – “Maricopa”).

The Akimel O'Odham are the descendants of the "Hohokam," (those who have gone); an ancient civilization who lived in Arizona nearly two thousand years, dating as far back as 300BC. The Hohokam farmed the Salt River Valley and created elaborate canal irrigation systems throughout the valley area; that system, now modernized is still used today. The O'Odham were strong runners, basket weavers and farmers who were said to make the desert bloom. The O'Odham are also well known for their basket weaving techniques, so intricately woven, they are made watertight.

The Xalychidom Piipaash tribes were small bands that lived along the lower Gila and Colorado rivers. In the early 1800's they migrated toward the O'Odham villages. The O'Odham, known as a friendly tribe, established a relationship with the Xalychidom Piipaash. Both tribes provided protection against the Yuman and Apache tribes. The Xalychidom Piipaash, known for their red clay pottery work, created various forms of jars and bowls.

AUSN cooperates with all those who share the vision of AUSN. AUSN has cooperated with Salt River Youth Council, and the Youth Services Department in welcoming young people.
from around the world to Training Workshops, such as the Ninth Youth Peace Ambassadors Training Workshop held in August 2014 in Scottsdale. During that training the Tonalea chapter of the Navajo nation also hosted AUSN.

On the last day, 28 August 2014, the San Carlos Apache community hosted this international group of 40 AUSN students and professors and participants of the Ninth International Youth Peace Ambassadors Training Workshop at old San Carlos memorial, with several Council members and youth speaking.

AUSN is autonomous with many indigenous persons from United States and around the world serving on the Board of Directors.
G. **AUSN Mission**

The Mission of American University of Sovereign Nations (AUSN) is to advance the education, health, safety, welfare, and well-being of populations and the environment throughout the world, by providing our graduates with the highest level of knowledge, skills, and creative and analytical critical-thinking ability, necessary to become future leaders, academicians, scholars, and practitioners, who are dedicated to the promotion of respect for human rights, fundamental freedoms, peace, the sense of human dignity, and the promotion of understanding, tolerance and friendship amongst all nations and all Peoples.

H. **AUSN Vision**

The Vision of American University of Sovereign Nations is to be the University of choice for those individuals who are committed to community, global leadership, and desire to be leaders in the learned professions.

I. **AUSN Core Values and Philosophy**

The American University of Sovereign Nations Core Values, which are operationalized in case studies, assignments, and class-discussions presented in the core curriculum throughout our educational and academic programs, include the following:

❖ Promotion of respect for human rights, ethics and fundamental freedoms
❖ Meeting the Sustainable Development Goals (SDGs)
❖ Promotion of peace and social justice
❖ Promotion of diversity in culture and political thought
❖ Promotion of the sense of human dignity and human respect
❖ Promotion of understanding, tolerance and friendship amongst all nations and all Peoples
❖ Promotion of academic excellence, scholarship and the pursuit of truth
❖ Maintaining the highest quality, integrity and ethical standards in teaching, research and service
❖ Lifelong learning for members of the learned professions
❖ Encourage the master of creative and analytical critical-thinking
❖ Encourage the partnership and collaboration with community constituencies
❖ Increase the awareness of public health as a public good and a fundamental right
❖ Promotion of protection of the human rights of all human research subjects of experimentation
❖ Promotion of the health as a state of complete physical, spiritual, mental and social well-being for individuals and communities.
J. Accreditation

AUSN is accredited by the Accredited Universities of Sovereign Nations (Agencia de Acreditación para Universities of Sovereign Nations), an international accreditation agency; and also by the Royal Institutions. AUSN is also a member of the United Nations Academic Impact (UNAI) upholding the principles of the UN Charter through theory and action.

AUSN openly affirms its dedication to compliance with all laws, rules and regulations as promulgated by the Arizona State Board for Private Postsecondary Education, other relevant international, regional, national and professional accreditation bodies, and the American Medical Association (AMA) and the Liaison Committee for Medical Education (LCME). AUSN further affirms that its degree and educational programs are based on its stated mission, purpose, goals and objectives, and that it is a paramount objective of AUSN to provide sound education through academic excellence, scholarship and commitment to the preservation of the common good.

AUSN has not applied for national or regional accreditation in the United States of America because we are a global institution and uphold standards that are beyond the limits of nationalism or the hegemony of the North American education system and the accreditation business.

On 21 April 2014 AUSN received its conditional license from the Arizona State Board for Private Postsecondary Education, and could start accepting students into its graduate programs. On 27 August 2015 AUSN received its provisional license from the Arizona State Board for Private Postsecondary Education to continue its mission. On 30 June 2018 AUSN moved all its operations in Arizona to the land of sovereign
nations, and is thus independent of the jurisdiction of Arizona State Board for Private Postsecondary Education.

The **AUSN School of Medicine Institutional Review Board** (AUSN IRB) is officially registered with the U.S. Office of Human Research Subject Protections (OHRP) under the U.S. Department of Health and Human Services and the U.S. Food and Drug Administration. Our registration number is IRB00009932. The AUSN IRB is the committee that is been formally designated, organized and registered to approve, monitor, and review all research involving humans. AUSN also requires approval when appropriate from over IRBs around the world, depending where the research will be conducted in order to protect vulnerable persons.

### K. Recognition of AUSN Alumni

One of the most important questions prospective students need to ask of an educational institution is where you may be employed after your study. AUSN Alumni are employed in the **USA** at: Indian Health Service (USA); U.S. federal and state governments; Native Health (Arizona); University of South Florida; and in private companies; and around the world including at the following academic institutions:

- **the Philippines**: Bicol University; St. Paul's University Quezon City; Virgen Migarosa University Foundation;
- **UK**: Institute of Marine Engineering Science and Technology, London; London Churchill College;
- **Bangladesh**: Bangladesh Medical Research Council; MH Samorita Medical College, Bangladesh; Bangladesh University of Health Sciences; International Centre for Diarrhoeal Disease Research; University of Rajshahi; Directorate General of Health Sciences; Bangladesh Institute of Research and Rehabilitation in Diabetes, Endocrine and Metabolic Disorders, North-South University
- **Indonesia**: University Jenderal Soedirman, Indonesia; Catholic University of Indonesia Atma Jaya
- **Others** include: University of Bonn, **Germany**; University of Chile, **Chile**; Chulalongkorn University, **Thailand**; University of La Rioja, **Spain**; University of Malaya, **Malaysia**; Sendai University, **Japan**; Mbarara University of Science and Technology, **Uganda**; Afyon Kocatepe University, **Turkey**; Tamil Nadu State Council for Science and Technology, **India**;

Some work for the **UN**: United Nations Economic and Social Council; UNICEF; UNESCO;

Some are working as health care professionals in hospitals in Bangladesh, Canada, Indonesia, the Philippines, Tanzania, USA, Yemen; in international **NGOs** in Japan, Mexico, Nepal, New Zealand; and as professionals in private **companies** in Australia, Bangladesh, India, Indonesia, Iran, Myanmar, the Philippines, Thailand, USA; or for national **governments**, including in Tanzania.

In addition to working after graduation, some AUSN trainees have also moved to other institutions for further education including at: Arizona State University; Cambridge University; Harvard University; Methodist Theological School of Ohio, USA; Sydney University; University of Melbourne; University of New Mexico; University of Tasmania; University of Toronto; among others. You can view alumni\(^1\) and student profiles on the website, including thesis titles.

---

\(^1\) [http://ausn.info/alumni_list_and_pictures](http://ausn.info/alumni_list_and_pictures)
II. Board of Governors

AUSN has two key leaderships sectors that are involved in governance of the organization: the Board of Governors and the Faculty Senate. All major changes to the University require the approval of both Faculty and the Board of Governors. We also have a Board of Advisors to provide additional input and ideas.

The AUSN Board of Governors is a group of highly respected national and international thought-leaders, community leaders, scholars, academicians and business leaders, who have significantly contributed to the advancement and betterment of their community. They represent diverse industrial and commercial sectors throughout the world and bring to AUSN their critical-thinking and leadership skills which will significantly contribute to this historical project. AUSN is a 501c3 non-profit corporation registered in Delaware and Arizona. Our current Board of Governors includes the following individuals:

Professor Martha Marcela Rodríguez Alanis, M.D., M. Bioethics, Ph.D.
AUSN Visiting Professor in Bioethics and Dermatology
Director, Institute of Investigation in Bioethics, Monterrey, Mexico
MD Dermatologist, Doctorate in Bioethics, Masters in Bioethics,
General Director, Institute of Investigation in Bioethics, Mexico.
Ex president of the Society of Dermatology of Nuevo Leon A.C.
President, Mexican National Academy of Bioethics Chapter Nuevo Leon
Professor of Bioethics in the Master of Health Administration, University of North, Mexico.
Recipient of the Professor Rafael Ramirez Medal for Merit for 30 years of service in public education (Accorded by the Government of Mexico)

Professor Angelica M Baylon Ph.D.,
MSBM, MBA, MS Chemistry, MBGPH, Ph.D.
AUSN Visiting Professor in Chemistry, Maritime Science and Community Studies
Executive Director, MAAP, the Philippines
President, Philippine Association of Extension Program Implementers
Associate Fellow Nautical Institute (AFNI) The Nautical Institute, London
Professorial Chair for Maritime Education at the Lyceum International Maritime Academy of the autonomous Lyceum of the Philippine University
Lieutenant Commander, Reserved Officer of the Philippine Navy, Armed Forces of the Philippines

Professor Lian Bighorse, MBGPH, PhD
AUSN Professor of Native American Studies, Bioethics and Decolonization
AUSN Board of Governors
Native Health, Arizona, USA
First President, AUSN Students Association
Navajo and San Carlos Apache nations
**Professor Dr. Dale Frederick, PhD**  
Sac Fox Nation;  
Professor, University of Northern Arizona,  
EDF Associates, Arizona;  
Former Superintendent, Mesa Schools District;  
Former Superintendent, Salt River Pima Maricopa Schools District

**Mr. Mohammad Abdul Gani**  
Founder and Director of Zone 360  
Founder and Director of the Genius Factory

**Ms. Deborah L. Karapetian, JD, MA**  
Certified specialist in Immigration and National law by the State of California.  
Member, Texas State Bar Association  
Member, American Immigration Lawyers Association,  
Member, the Los Angeles County Bar Association,  
Member, the Armenian Bar Association.  
BA in Mass Communication from Central Michigan University;  
MA in Broadcast Communication from Texas Christian University,  
JD Southern Methodist University.

**Mr. Rimesh Khanal, BBA, CCP, MBGPH,**  
President, Youth's UNESCO Club, Nepal

**Professor Shamima Parvin Lasker, MSc, M.Phil, EMMB, MPH, PhD**  
AUSN Clinical Professor of Anatomy, Dentistry & Bioethics  
Professor & Head of Anatomy, MH Samorita Medical College, Bangladesh  
General Secretary, Bangladesh Bioethics Society  
Founding Chairman and General Secretary of Bangladesh Bioethics Society (BBS)  
Member of National Research Ethics Committee, Bangladesh.  
Vice President of Asian Bioethics Association (ABA) for South Asia  
Director, World Association of Medical Editors (WAME) from 2013-2015.

**Professor Leonard H. LeBlanc III, MBGPH, MA, M.Sc., Ph.D., MSS,**  
AUSN Professor in Social Sciences and Human Security, Arizona, USA  
Dean, AUSN  
Vice-President of the Board of Governors

**Professor Darryl Macer, Ph.D., Hon.D.**  
President, Board of Governors  
President and Provost of AUSN  
AUSN Professor of Bioethics and Biomedicine  
Director, Eubios Ethics Institute, New Zealand, Japan and Thailand  
Director, International Peace and Development Ethics Centre, Kaeng Krachan, Thailand  
Adjunct Professor, Kumamoto University, Japan  
Adjunct Professor, Institute for Investigation in Bioethics (IIB), Monterrey, Mexico

**Dr. Endreya McCabe, MPH, PhD**  
Member, Delaware Nation  
Staff, Phoenix Indian Health Center  
Secretary of the Board of Governors  
former Vice-President of AUSN Student Association
Ms. Linda McCabe, MA
Delaware Nation
Director, Youth Services, Salt River Pima-Maricopa Indian Community, Scottsdale, Arizona

Prof. Wendsler L. Nosie, Sr., PhD
Former Tribal Chairman, San Carlos Apache Nation
AUSN Professor in the Practice of Indigenous Knowledge

Professor Eric David Rasmussen, M.D.
AUSN Professor of Humanitarian Medicine and Global Health.
CEO of Infinitum Humanitarian Systems
Chief Medical Officer, Briotech, Inc. Seattle, Washington
Visiting Professor in Disaster Medicine, European Masters in Disaster Medicine, Universita del Piemonte Orientale (WHO Collaborating Center) Novarra, Milan, Italy
Research Professor, Environmental Security and Global Medicine San Diego State University
MD Stanford University

Ms. Carmela Roybal, M.Sc.,MBGPH,
Tewa Nation, New Mexico, USA;
Robert Wood Johnson Center for Health Policy Fellow, University of New Mexico, Albuquerque, USA

Dr Pierre Sané
President, Imagine Africa
Former Assistant Director General of UNESCO
Former Secretary General of Amnesty International, London
Former Regional Director (West and Central Africa) of the International Development Research Centre (IDRC) of Canada

Professor Robert Snyder JD
Member, AUSN Board of Governors
AUSN Professor of Healthcare Management and Finance
Business Manager/General Counsel, Vibrance Rejuvenation Centers, LLC.
Attorney at Law. Corporate & General Counsel
Member Massachusetts Bar; Boston Bar; First Circuit Court of Appeals
Juris Doctor degree from Suffolk Law School, Boston, MA

Professor Ananya Tritiphumrongchok, MSc,
MBGPH, PhD
AUSN Visiting Professor of Fortune Telling and Leadership Development, Thailand
General Manager, Eubios Ethics Institute, Thailand, Japan and New Zealand
General Manager, International Peace and Development Center @ Kaeng Krachan, Thailand
President of AUSN Alumni Association

Mr. Don Zobel
Former Engineer, Motorola Corporation
Global Adventurer
Keeper of the Forest and Campus
Board of Advisers

The AUSN Board of Advisers includes a number of Native American Tribal Members and Indigenous Peoples from throughout the United States and abroad. The role of the Board of Advisers is to advise the AUSN leadership as to the important aspects of Indigenous culture which are important to be included in the teachings of future leaders so that they may be properly educated and prepared to serve and preserve culture. Current members include:

Hon. Margaret Austin, D.Sc.
Former Minister of Internal Affairs; Former Minister of Arts and Culture, New Zealand
Former Minister of Research, Science and Technology, New Zealand
Former Chancellor of Lincoln University, Christchurch, New Zealand
Former Vice-President – Education of the Royal Society of New Zealand
Former Chair of the National Commission for UNESCO in New Zealand
Former Chair of the Presidents of National Commissions to UNESCO

Mrs. Dolma Lama, MBGPH,
Lama Indigenous Tribe of Nepal
President, Rural Development Fund, Nepal

Professor George Mentz
AUSN Professor of Ethics, Philosophy, Healthcare Management and Finance
Chairman & Chief Executive Officer, American Academy of Financial Management
General Counsel, American Academy of Financial Management
General Counsel, International Board of Standards

Professor Hassan O. Kaya, PhD
AUSN Visiting Professor of Indigenous Knowledge Systems
Member AUSN Board of Trustees
Professor, University of Kwazulu-Natal (UKZN), South Africa
Director, Department of Science and Technology – National Research Foundation, Centre in Indigenous Knowledge Systems, UKZN
PhD in Sociology of Development & International Political Economy (Magna Cum Laude) Freie University Berlin, Germany

Ms. Devra Randolph
Director of Education, ACOMA, New Mexico
Chairman of the Board, Southwest Polytechnic Indian Institute, New Mexico

Dr. James Winston Phillips, Ph.D.Ph.D.
AUSN Professor of Healthcare Management
President, We TEACH the Business of Medicine (Sept 2011-present)
President, The OTHER Medical Education (January 2010-Present)

Dr. Cyril Wecht
AUSN Professor of Pathology and Forensic Medicine, Healthcare Management and Health Law
Chairman, Advisory Board, Cyril H. Wecht Institute of Forensic Science and Law, Duquesne University School of Law
Former President, American College of Legal Medicine
Former President, American Academy of Forensic Sciences
Former Chairman, Board of Trustees, American Board of Legal Medicine
Former Chairman, Board of Trustees, American College of Legal Medicine Foundation
III. Faculty – eminent scholars from the USA and the Rest of the World

The faculty are growing which offers great diversity for student supervision in discipline and location. Students also benefit from other visiting researchers and policy makers at AUSN, and the affiliated institutions and organizations. The latest list is on the AUSN website.

Martha Marcela Rodríguez Alanis, MD, PhD
• AUSN Visiting Professor of Dermatology and Bioethics
• AUSN Board of Governors
• Professor and Director, Institute for Investigation of Bioethics, Monterrey, Mexico
• M.D., Faculty of Medicine of Autonomous University of Tamaulipas, Mexico
• PhD Institute of Investigations in Bioethics

Dedi Afandi, MD, PhD
• AUSN Visiting Professor of Forensic Medicine and Medical Ethics
• Dean, Faculty of Medicine, University of Riau, Indonesia

Latifah Amin, PhD
• AUSN Visiting Professor of Biotechnology and Bioethics (UKM, Malaysia)
• Professor, UKM, Malaysia
• Vice President for Malaysia, Asian Bioethics Association

Anna Alongi M.S. PA-C, MPH
• AUSN Visiting Professor of Community Health
• Nursing Professional, USA

Rajesh Arora, PhD, MBA
• AUSN Visiting Professor of Administration, Management and Policy
• President & CEO, TQMS Global, Mumbai, India
• Former Vice President, Kings University College, Ghana, West Africa
• Visiting Professor, DHBW University, Germany
Atsushi Asai, MD Ph.D MA Bioethics

• AUSN Visiting Professor of Medical Ethics
• Professor of Medical Ethics, Medical School, Tohoku University, Japan
• Former Vice-President for Japan of Asian Bioethics Association

Professor Neoh Choo Aun, MD, PhD

• AUSN Visiting Professor in Chinese and Complimentary Medicine
• Professor, Pingtung Christian Hospital, Taiwan

Michiko Banba, D.Eng, M.Sc

• AUSN Visiting Professor of Emergency Management
• Associate Professor, University of Hyogo, Japan
• PhD, Department of Environmental System Engineering, Graduate School of Science and Engineering, Ritsumeikan University
• Master of Science in Tourism and Regional Studies, Department of Recreation, Sport & Tourism, University of Illinois at Urbana-Champaign
• Bachelor of Science in Literature, Notre Dame Women’s College

Eduardo Alfonso Rueda Barrera, MD PhD

• AUSN Visiting Professor in Bioethics Education
• Professor, Pontificia University Javeriana, Colombia
• Director, Institute of Bioethics, Pontificia Universidad Javeriana, Bogota, Columbia
• PhD, University of the Basque Country, San Sebastián, Spain
• MD, Pontificia Universidad Javeriana, Bogotá, Colombia
• M.A. in Occupational Health
• Director, Latin American Working Group on Political Philosophy, Latin American Council of Social Sciences (CLACSO).
Angelica M Baylon PhD, MSBM, MBA, MS
Chemistry MBGPH
• AUSN Visiting Professor in Chemistry, Maritime Science and Community Studies
• Pioneer External Relations Director, Maritime Academy of Asia & the Pacific
• President. Philippine Association of Extension Program Implementers
• Associate Fellow Nautical Institute (AFNI), London
• Professorial Chair. Lyceum International Maritime Academy
• Lieutenant Commander, Reserved Officer of the Philippine Navy, Armed Forces of the Philippines

Edi Basuki, D.Biol, PhD
• AUSN Visiting Professor in Entomology and Bioethics
• Professor, University Jenderal Soedirman, Indonesia

ASM Anwarullah Bhuiyan, PhD
• AUSN Visiting Professor of Philosophy and Bioethics
• Professor, Jahangirnagar University, Bangladesh

Lian Bighorse, MBGPH, PhD
• AUSN Professor of Native American Studies, Bioethics and Decolonization
• AUSN Board of Governors
• Native Health, Arizona, USA
• First President, AUSN Students Association
• Navajo and San Carlos Apache nations

Christian Byk, MA, PhD
• AUSN Visiting Professor of Law & Bioethics
• Judge, Court of Appeals, Paris
• Secretary-General, International Association of Law, Ethics and Science, France
• Ph D (cum laude) Law, Paris University, Paris-France
• Former Professor of Law, University of Poitiers, France
• Former Special Adviser for Human Rights, health and bioethics, Office of Secretary-general, Council of Europe
Adriana Carlotta Cantu Salinas, MD, M.Bioethics
• AUSN Visiting Professor of Pediatrics and Neurology
• Professor of Neurology, Autonomous University of Nuevo Leon, Mexico
• M.D.
• Specialist in Pediatrics
• Specialist in Neurology
• Masters in Bioethics, IIB

Carlos María Romeo Casabona, MD, JD
• AUSN Visiting Professor of Law and Genetics
• Professor, Faculty of Law, University of the Basque Country, Leioa, Spain
• BBVA Foundation - Provincial Government of Biscay in Law and the Human Genome, University of Deusto & University of The Basque Country, Spain

In-Suk Cha, D.Phil.
• AUSN Visiting Professor of Social Philosophy
• UNESCO Chair in Philosophy for Democracy Education, Seoul National University, Seoul, Korea
• Former Secretary-General, Korean National Commission to UNESCO
• D. Phil magna cum lauda, Philosophical Faculty, the University of Freiburg, Freiburg, Germany

Rhyddhi Chakraborty, MA MPhil, MBGPH, PhD
• AUSN Visiting Professor of Philosophy and Global Health
• PhD from Department of Humanities and Social Sciences, Indian Institute of Technology Kharagpur, India
• Dept Philosophy, University of Calcutta, Kolkata, India
• Programme Leader (HND-HSC), London Churchill College, England
• Senior Associate Member, The Royal Society of Medicine, London, UK

Mayashree Chinsamy, PhD
• AUSN Visiting Professor of Environmental, Biological and Conservation Sciences
• Research Manager, DST-NRF Centre in Indigenous Knowledge Systems, University of KwaZulu-Natal, South Africa
• Formerly, Department of Science and Technology, South Africa
María Isabel Cornejo Plaza, LL.M, JD
• AUSN Visiting Professor of Biolaw and Bioethics
• Professor of Bioethics and Law, University of Chile
• Attorney at Law
• Professor of Biolaw, Diego Portales University, Chile.
• Visiting Professor Centre of Excellence of Rights & Science at Jean Monnet Centre, Università Degli Studi di Perugia, Italy

Djuwari, PhD
• AUSN Visiting Professor of Education and Journalism
• Head of Research Journal and Publishing Department, STIE Perbanas, Surabaya, Indonesia
• President of International Association of Scholarly Publishers, Editors, and Reviewers (IASPER)
• Advisor of HIPSI (Indonesia Association of Journalists) for East Java Province

• AUSN Visiting Professor in Phytopathology and Bioethics
• Associate Professor, University Jenderal Soedirman, Indonesia

Richard Evanoff, PhD
• AUSN Visiting Professor of Intercultural Communication and Environmental Ethics
• Professor, School of International Politics, Economics, and Communication, Aoyama Gakuin University, Tokyo, Japan

Miko Ferine, MD
• AUSN Visiting Professor in Medical Education and Ethics
• Associate Professor, University Jenderal Soedirman, Indonesia
• MD, Universitas Brawijaya, Malang, Indonesia

Raul Garza Garza, MD PhD
• AUSN Visiting Professor of Pediatrics and Bioethics
• Professor, Institute of Investigation in Bioethics, Mexico
• Vice president of Mission Integration and Organizational Ethics, Grupo CHRISTUS Muguerza, Monterrey, NL. Mexico
• Professor of Bioethics, Universidad de Monterrey
• Former Instructor and Chief Resident in Pathology, Washington University Medical Center (St. Louis Mo), USA
Nader Ghotbi, MD PhD
- AUSN Visiting Professor of Bioethics, Economics and Public Health
- Professor in the College and Graduate School of Asia Pacific Studies, Ritsumeikan Asia Pacific University (APU), Beppu, Japan
- Former Director of Asia Studies Center, Ritsumeikan APU
- M.D., Tehran University of Medical Sciences, Iran
- PhD in Modern Economics, Kyoto University, Japan

Hannah Tran Grace PhD, MA
- AUSN Professor of Social Medicine and Gender Studies
- Former Director, Institute of Family and Gender Studies, Vietnamese Academy of Social Sciences
- PhD University of Tokyo
- BA, Moscow State University named after Lomonosov

Abhik Gupta, PhD
- AUSN Professor of Environmental Sciences and Bioethics
- Professor and Dean, School of Environmental Sciences, Assam (Central) University, Silchar, India
- Former Vice-President for India, Asian Bioethics Association

Layne Hartsell, Ph.D.
- AUSN Visiting Professor of Ethics of Science and Technology and Philosophy
- Visiting Professor of Ethics of Science and Technology and Philosophy, Chulalongkorn University

Soraj Hongladarom, PhD
- AUSN Visiting Professor of Ethics of Science and Technology and Philosophy
- Professor, Chulalongkorn University, Thailand
- Former Vice-President for South East Asia, Asian Bioethics Association
- PhD, Indiana University Bloomington, Indiana, USA

Dena Hsin-Chen Hsin, M.N., PhD
- AUSN Visiting Professor of Nursing and Bioethics
- Professor, China Medical University, Taiwan
- PhD University of Tsukuba
- M.N. Graduate school of Nursing, University of Dubuque, USA
Wen-Yu Hu, PhD

- AUSN Visiting Professor of Clinical Research Nursing and Palliative Care
- Professor, National Taiwan University, Taiwan
- President, Taiwan Bioethics Association

Zabidi Azhar Hussin, MBBS DCH MRCP FRCPCH

- AUSN Clinical Professor of Pediatrics
- Vice-Chancellor, Perdana University, Malaysia
- MBBS (Newcastle), DCH (Glasgow), MRCP (UK), FRCPCH
- Member of Expert Panel of Ethics European Research Commission
- Former Dean and Professor at Universiti Sains Malaysia School of Medicine

Rainier Ibana, PhD

- AUSN Visiting Professor of Philosophy and Environmental Ethics
- Professor, Ateneo de Manila University, the Philippines
- Member, World Commission on Ethics of Science and Technology (COMEST, UNESCO)

Hitomi Irizawa, JD

- AUSN Visiting Professor of Medical Law, Clinical Ethics and Holistic Therapy
- Part-time Associate Professor, Hyogo College of Medicine, Hyogo, Japan

Bang-ook Jun, PhD

- AUSN Visiting Professor of Biology and Bioethics
- Former President, and Professor of Biology and Gangneung National University, Korea
- Former President, Asian Bioethics Association
Professor John Kabudi, PhD
• AUSN Visiting Professor of Law and Indigenous Knowledge
• Rt. Hon. Minister of Justice, Tanzania

Khem Karki, M.B.B.S., PhD
• AUSN Professor of Community Medicine
  Former Director, Nepal Health Research Council

Keiichiro Komatsu, D.Phil.
• AUSN Visiting Professor of Human Security and Global Affairs
• Principal, Komatsu Research & Advisory, Japan
• D. Phil., Oxford University, U.K.

Hassan O. Kaya, PhD
• AUSN Visiting Professor of Indigenous Knowledge Systems
• Member AUSN Board of Trustees
• Professor, University of Kwazulu-Natal (UKZN), South Africa
• Director, Department of Science and Technology – National Research Foundation, Centre in Indigenous Knowledge Systems, UKZN
• PhD in Sociology of Development & International Political Economy *(MAGNA CUM LAUDE)* Freie University Berlin, Germany

Konstantin Khroutski, PhD
• AUSN Professor of Biocosmology
• Professor, Novgorod State University after Yaroslav-the-Wise, Veliky Novgorod, Russia
• Secretary, Biocosmology Association

Manjae Kim, PhD
• AUSN Visiting Professor of Social Sciences
• Professor, Gangneung-Wonju National University
• Former Dean of Planning and Cooperation, Gangneung-Wonju National University
• PhD, Brown University, Providence, USA
• Master in Urban Planning, Seoul National University, Seoul, Korea
Sumaira Khowaja-Punjwani, PhD, MBEth, BScN
- AUSN Visiting Professor in Nursing and Bioethics
- Founding Principal & Assistant Professor, Saifee Burhani School of Nursing, Karachi, Pakistan
- PhD in Bioethics and Global Public Health, AUSN
- CPB, Children Mercy Hospital and Clinics, University of Missouri-Kansas City School of Medicine, USA
- MBEth, The Aga Khan University Medical College & Fogarty International Centre, NIH USA
- BScN, The Aga Khan University School of Nursing

Paul Komesaroff, MBBS, MA, PhD
- AUSN Visiting Professor of Bioethics, Peace and Philosophy
- Professor of Medicine, Monash University, Australia
- Director, Clinical Ethics Service, Alfred Hospital, Melbourne
- Executive director, Global Reconciliation
- Ethics convener, Royal Australasian College of Physicians

Chamu Kuppuswamy, PhD
- AUSN Visiting Professor of Law and Indigenous Arts
- Senior Lecturer, School of Law, Criminology and Political Science, University of Hertfordshire, England
- Formerly United Nations University and Sheffield University
- Traditional dance instructor and performer

John E. LaMuth, M.Sc., PhD
- AUSN Professor in Peace Studies and Conflict Resolution
- Director, LM Mediation Service
Shamima Parvin Lasker, MSc, MPhil, EMMB, MPH, PhD
• AUSN Clinical Professor of Anatomy, Dentistry & Bioethics
• AUSN Board of Governors
• Professor & Head of Anatomy, MH Samorita Medical College, Bangladesh
• General Secretary of Bangladesh Bioethics Society (BBS)
• Member of National Research Ethics Committee
• Vice President of Asian Bioethics Association for Bangladesh
• Fmr Dir, World Association of Medical Editors (WAME)

Shui Chuen Lee, M.Phil., PhD
• AUSN Visiting Professor of Chinese Philosophy and Bioethics
• Professor, National Central University, Taiwan

Lana Al-Shareeda Le Blanc, MA, MBGPH, PhD
• AUSN Professor of Social Justice and Modern Standard Arabic
• Previously worked as Arabic language instructor for UN/ESCAP
• Previously worked for UNESCO Bangkok,
• Consultant to UNICEF-Middle East
• Former High School English Teacher from Basra, Iraq

Leonard Le Blanc, III, M.A., M.Sc., MBGPH, PhD, MSS
• AUSN Professor in Social Sciences and Human Security
• Dean, AUSN
• Retired US Naval Reserves Lieutenant Commander
• BS, Geography, Kansas State University
• BA, History, The University of the State of New York
• BS, Individualized Studies, Charter Oak State College
Steven Leeper, MA
- AUSN Visiting Professor of Peace and Community
- Professor, Hiroshima Jogakuin University, Japan – teaching and supervising graduate and undergraduate research students
- Former Executive Director, Hiroshima Peace Culture Foundation

Diyah Woro Dwi Lestari, MA
- AUSN Visiting Professor in Bioethics and Psychology
- Associate Professor, University Jenderal Soedirman, Indonesia

Marlon Lofredo, PhD, MSc., PhD
- AUSN Visiting Professor of Bioethics, Public Policy, and Environmental Ethics
- Professor, St. Paul's University, Quezon City, the Philippines
- Vice President for the Philippines, Asian Bioethics Association

Lara López-Hernáez, PhD, MSc., MBGPH
- AUSN Visiting Professor of Mindfulness and Childhood Psychology
- Professor, University of La Rioja, Spain

Darryl Macer, B.Sc(Hons), PhD, Hon.D, MPH, PhD
- AUSN Professor of Bioethics and Biomedicine
- AUSN President and Provost
- Affiliated Professor, University of Kumamoto, Japan
- Ph.D. University of Cambridge, UK
- Former UNESCO Regional Adviser
- Professor of Bioethics and Biochemistry since 1990, University of Tsukuba and University of Kumamoto, Japan
- Director, Eubios Ethics Institute, New Zealand, Japan and Thailand
- B.Sc.(Hons, First), Lincoln College, University of Canterbury,
Lewis Marshall, MD JD MS LLM FCLM
• AUSN Professor of Surgery and Emergency Medicine
• Brookdale Medical Center (New York) Department of Emergency Medicine (Chairman)

DeRhonda McWaine, PhD
• AUSN Professor of Educational Psychology and Student Success
• Professor, San Jacinto College, Texas, USA

Ardhini Rin Maharning, PhD
• AUSN Visiting Professor in Ecology and Bioethics
• Associate Professor, University Jenderal Soedirman, Indonesia

Augusto Rojas Martinez, MD, PhD
• AUSN Visiting Professor of Genetics
• Professor, School of Medicine and Health Sciences, Tecnologico de Monterrey/ITESM, Mexico

George Mentz, MBA JD
• AUSN Professor of Ethics, Philosophy, Healthcare Management & Finance
• Professor, Thomas Jefferson School of Law, San Diego, Ca, USA
• Chief Executive Officer, American Academy of Financial Management
• General Counsel, International Board of Standards

Taslima Monsoor, PhD
• AUSN Visiting Professor of Law (Dhaka University, Bangladesh)
• Professor and Dean, Faculty of Law, Dhaka University, Bangladesh
• President, Bangladesh Bioethics Society
• Ph.D. University of London

Ravichandran Moorthy, PhD
• AUSN Visiting Professor of Strategic Studies & International Relations
• Professor, National University of Malaysia (UKM), Malaysia
• President, Asian Bioethics Association
• PhD, University of Malaya, Malaysia
• Former, Head of Multilateral Division, Ministry of Science, Technology and Innovation, Malaysia
Amalia Muhaimin, MD  MSc.  CCP
• AUSN Visiting Professor in Bioethics and Medical Education
• Associate Professor, University Jenderal Soedirman, Indonesia

Pramod Multani MD FACC FAAC MAAC
• AUSN Professor of Medicine and Cardiology
• Assistant Professor, Western University of Health Sciences, Pomona, Ca, USA

Anwar Nasim, PhD
• AUSN Visiting Professor of Science Diplomacy, Science Policies and Developing Countries
• Former Senior Adviser, COMSTECH, Pakistan
• Former President of Pakistan Academy of Sciences (PAS)
• Currently based in Toronto, Canada
• Ph.D in Biochemical Genetics from University of Edinburgh

M. Nemazee, MD MS MPH FACP
• AUSN Professor of Medicine and Public Health

Ahmad Neaz, PhD
• AUSN Visiting Professor of Economics and Social Sciences
• Professor and Special Advisor, MPH program, American International University-Bangladesh (AIUB)
• Ph.D. University of Cambridge

Maria Patrão Neves, PhD, MA
• AUSN Visiting Professor of Bioethics and Public Health and Research Policies
• Presidential Advisor, Portugal
• Professor, University of the Azores, Ponta Delgada, Portugal
Siti Nurani Mohd Nor, M.Sc., PhD

- AUSN Visiting Professor of Philosophy and Bioethics
- former Professor, University of Malaya, Malaysia
- B.Sc. (Zoology)
- Master of Science in Society (New South Wales)
- PhD in Bioethics (Malaya)

Wendsler Nosie, PhD

- AUSN Professor in the Practice of Indigenous Knowledge
- former Chairman, San Carlos Apache Nation
- Leader, Apache Stronghold
- AUSN Board of Governors

Miyako Okada-Takagi, PhD

- AUSN Visiting Professor of Biochemistry and Bioethics
- Professor, Internet University of Japan, Japan
- Docteur d'Université ès Sciences, Université PARIS VII
- Former President, Asian Bioethics Association
- Member Bioethics Committee, Japanese Cabinet Office

Yingyong Paisooksantivatana, PhD

- AUSN Professor in Horticulture and Rural Development
- Retired Professor, Kasetsart University, Thailand

S. Paneerselvam, PhD

- AUSN Visiting Professor of Philosophy
- National Fellow, ICPR, India
- Former Head and Professor, Department of Philosophy, University of Madras, India
Govindan Parayil, PhD
- AUSN Professor of Environment, Science and Society
- Dean and Professor, Patel School of Sustainability, University of South Florida, USA
- PhD in Science & Technology Studies (STS), Virginia Tech
- Former Vice-Rector, United Nations University
- Former Professor of Science, Technology and Innovation, University of Oslo, Norway (2004-2015)

Maude Philps PhD
- AUSN Professor of Medical Ethics, Genomics and Genetics
- Professor, Jeffrey Cheah School of Medicine and Health Sciences, Monash University, Malaysia
- B. Sc. Honours (class 1) in Genetics, University of Malaya
- PhD, University of Cambridge, U.K.

James Winston Phillips, MD JD MBA LLM
- AUSN Professor of Healthcare Management
- Member, AUSN Board of Governors
- President, We TEACH the Business of Medicine
- President, The OTHER Medical Education

Romanus E Prabowo, PhD
- AUSN Visiting Professor of Marine Biology
- Professor, University Jenderal Soedirman, Indonesia

Hendro Pramono, PhD
- AUSN Visiting Professor in Molecular Biology
- Professor, University Jenderal Soedirman, Indonesia

Irina Pollard, PhD
- AUSN Visiting Professor in Life Science Ethics and Reproduction
- Associate Professor, Macquarie University, Australia
- Vice President for the Pacific, Asian Bioethics Association
- Australia’s Unit Head of the International Network of the UNESCO Chair in Bioethics (Haifa)

Jasdev Rai, MD MA
- AUSN Clinical Professor in Human Rights
- Ear, Nose and Throat Specialist, National Health Service, UK
- Director, Sikh Human Rights Group, UK
- former Vice President for Asian-Ethnic Minorities, Asian Bioethics Association
Osama Rajhkan MS, PhD

- AUSN Visiting Professor of Bioethics and Integrative Health
- Social Affairs Officer, United Nations ESCAP, Bangkok

Eric Rasmussen MD, MDM, FACP

- AUSN Professor of Humanitarian Medicine and Global Health
- AUSN Board of Governors
- CEO of Infinitum Humanitarian Systems
- 25 years of experience as a Navy physician
- Chief Medical Officer, Briotech, Inc. Seattle, Washington.
- Visiting Professor in Disaster Medicine, European Masters in Disaster Medicine, Universita del Piemonte Orientale (WHO Collaborating Center) Novarra, Milan, Italy
- Research Professor, Environmental Security and Global Medicine San Diego State University
- MD Stanford University
- MDM (Master’s in Disaster Medicine), WHO Collaborating Center, Universita del Piemonte Orientale, Milan, Italy

Michael Reiss, MBA, PhD

- AUSN Visiting Professor of Bioethics and Science Education
- Professor of Science Education, Institute of Education, University College London, U.K.
- Former Lecturer, University of Cambridge, U.K.
- Ph.D. University of Cambridge

Sergio Romeo-Malanda, PhD

- AUSN Visiting Professor in International and Comparative Biolaw
- Senior Lecturer in Law, Faculty of Legal Sciences, University of Las Palmas de Gran Canaria, Spain
- Director, International Affairs, University of Las Palmas de Gran Canaria
- PhD, University of Deusto, Bilbao, Spain
- Visiting Senior Lecturer, Faculty of Law, University of Tasmania, Australia
Leroy Rhein, MD, FRS

- AUSN Professor of Surgery and Ophthalmology
- Former Assistant Clinical Professor of Ophthalmology, University of California, San Diego, School of Medicine
- Team Ophthalmologist: San Diego Padres; San Diego Chargers; San Diego Clippers; San Diego Rockets; San Diego Sockers; U.S. Olympic Volleyball Team; San Diego State University

VADM Eduardo Ma R Santos AFP (Ret)

- AUSN Visiting Professor of Oceans and Maritime Affairs
- President, Maritime Academy of Asia and the Pacific (MAAP), the Philippines

Teguh Haryo Sasongko, PhD

- AUSN Visiting Professor of Medical Genetics
- Professor, Human Genome Center, School of Medical Sciences, Universiti Sains Malaysia Health Campus, Malaysia

Soenarto Sastrowijoto, MD PhD MD

- AUSN Clinical Professor of Ear, Nose and Throat Surgery and Bioethics
- Professor, Universitas Gadjah Mada (UGM), Indonesia
- Former Dean Faculty of Medicine, Universitas Gadjah Mada (UGM)
- Former Vice-Chair, Intergovernmental Bioethics Committee (IGBC), UNESCO, Paris.

Mariodoss Selvanayagam, PhD

- AUSN Visiting Professor of Bioethics, Bioengineering and Biotechnology
- Professor, Loyola College, Chennai, India
- Former Vice-President for India, Asian Bioethics Association
- President, All India Bioethics Association
Agnes Sequino, PhD

- AUSN Visiting Professor of Business Ethics, Sustainability Science and Innovation
- Director, Center for Policy, Research and Development Studies, University of San Jose-Recoletos, the Philippines

Mihaela Serbulea, MD, PhD

- AUSN Visiting Professor of Traditional, Complementary and Integrative Medicines
- Former University of Tokyo special researcher, Graduate School of Pharmaceutical Sciences, University of Tokyo, Japan
- PhD, Nagoya University School of Medicine, Japan
- MD, Universitatea Medicina si Farmacie "Dr Carol Davila", Bucharest, Romania

Vincent Shieh, Ed.D.

- AUSN Visiting Professor of Community and Peace
- Professor, National Kaohsiung Normal University, Taiwan


- AUSN Visiting Professor of Environmental, Social and Political Sciences
- Former Vice-Chancellor, Mother Teresa's University, Kodaikhanal, Tamil Nadu
- Former Professor and Head of Department of Political Science, University of Madras, India
- Former Co-ordinator of UGC-ASIHSS Programme
Raquel Rey Smith, M.Sc., PhD
- AUSN Visiting Professor of Psychology and Emergency
- PhD, Yeshiva University, Albert Einstein School of Medicine, Ferkauf Graduate School of Psychology, New York City, New York, USA
- MA, City University of NY
- BA, Instituto Nacional de Docencia. Maria Stagnero de Munar. Montevideo, Uruguay
- Former Psychologist, Frankling McKinley Schools, San Jose, CA.

Robert Snyder, JD MPH
- AUSN Professor of Healthcare Management & Finance
- AUSN Board of Governors
- Business Manager/ General Counsel, Vibrance Rejuvenation Centers, LLC.
- Attorney at Law, Corporate & General Counsel
- JD  Suffolk Law School, Boston, MA
- Member Massachusetts Bar; Boston Bar; First Circuit Court of Appeals; U.S. Tax Court

Yati Soenarto, MD, PhD
- AUSN Clinical Professor of Pediatrics
- Professor of Pediatrics and Former Head of Department, Universitas Gadjah Mada (UGM), Indonesia
- PhD, Faculty of Medicine, Vrije Universiteit, The Netherlands
- Certificate in Health care Evaluation and Management Skills, Freeman Fellow, Department of Social Medicine Harvard Medical School, USA
- Member, Board of Trustees, UGM

Endang Sukara, PhD, D. Biol.
- AUSN Visiting Professor in Biodiversity, Microbiology and Bioethics
- Director, Center for Environmental Ethics and Bioeconomics, National University of Indonesia
- Fmr Director, National Center for Biodiversity, Indonesia
- Vice-Chair, Indonesian National Bioethics Commission
- Indonesian Institute of Sciences
- PhD in Microbiology, University of Queensland
Athula Sumathipala, MBBS, DFM, MD, FSLCGP(Sri Lanka), MRCPsych, CCST (UK), PhD (Lond)
- AUSN Clinical Professor of Psychiatry and Bioethics
- Professor, Keele University, UK
- PhD, University of London, UK
- Director of the Institute for Research and Development, Sri Lanka
- Former Senior Registrar, Bethlem Royal and Maudsley Hospital, London, UK

Tatik Suryani, PhD
- AUSN Visiting Professor of Business and Education
- Professor, STIE Perbanas Surabaya, Indonesia

Michael Cheng-Tek Tai, MD, PhD
- AUSN Visiting Professor of Clinical Bioethics and Social Sciences
- Distinguished Professor, Department of Medical Sociology and Social Work, Chung Shan Medical University, Taiwan

Atsushi Tajima, PhD
- AUSN Visiting Professor of Agriculture and History
- Professor, College of Agrobiological Resource Sciences, University of Tsukuba, Japan
- Expertise in Reproductive Technology and History of Agriculture
Ryo Takahashi PhD Med
• AUSN Clinical Professor of Gerontology
• Professor, Sendai University, Japan
• Director, Center for Gerontology, Fukushima, Japan
• MA, University of Utah, USA
• PhD, Meisei University, Tokyo, Japan

Takao Takahashi, PhD
• AUSN Professor of Philosophy and Bioethics
• Emeritus Professor, Kumamoto University, Japan
• Former Dean, Faculty of Social Sciences, University of Kumamoto

Ananya Tritipthumrongchok, MSc, MBGPH, PhD
• AUSN Visiting Professor of Fortune Telling and Leadership Development, Thailand
• General Manager, Eubios Ethics Institute, Thailand, Japan and New Zealand
• General Manager, International Peace and Development Center @ Kaeng Krachan, Thailand
• President of AUSN Alumni Association

Duujian Tsai MD, PhD
• AUSN Visiting Professor of Medicine and Medical Anthropology
• Professor, Pintung Christian Hospital, Taiwan
• PhD, University of Michigan, Ann Arbor, Cultural and Historical Sociology
• M.D., National Yang Ming University Taiwan School of Medicine
• Executive Director, Association of Taiwan Medical History
• Executive Director, Social Empowerment Alliance, Taiwan
• Fmr President, Taiwan Bioethics Association (2008-2012)
Kayo Uejima, PhD

- AUSN Visiting Professor of Ethical Community Economics
- Teacher of Special Needs Kids, Japan
- Ph.D. from Kumamoto University, Japan
- Founder and Director, Lablink, Japan

Chutatip Umavijani MA

- AUSN Professor of Philosophy and Humanities
- Former Associate Professor, Thammasat University, Thailand

Erick Valdés Meza, B.Sc., PhD

- AUSN Visiting Professor of Bioethics and Biolaw
- Professor and Director, International Chair of Biolaw, University del Desarrollo, Chile
- PhD (Phil.), University of Paris 4
- President, International Network of Biolaw
- Associate Professor, Law School, Universidad de Chile
- Adjunct Research Scholar, Kennedy Institute of Ethics, Georgetown University

Daphne Viveka, PhD, RSCJ

- AUSN Professor of Ethics and Nursing
- Former Vice-President for India, Asian Bioethics Association
- Former Professor, St. John's Medical College, Bangalore, India

Society of the Sacred Heart, Patna, Bihar, India
Alex Waller, PhD
• AUSN Visiting Professor of Science Education and Environmental Ethics
• Head, Science, St. Stephens International School, Khao Yai, Thailand

Cyril H. Wecht, MD JD
• AUSN Professor of Pathology and Forensic Medicine, Healthcare Management and Health Law
• Professor, University of Pittsburgh, Pa, USA

John Frederick Weckert, PhD
• AUSN Visiting Professor of Applied Ethics and Ethics of Science and Technology,
• Emeritus, Professor, Charles Sturt University, Australia
• Editor in Chief, NanoEthics

Anke Weisheit, M.Sc., B.Sc. Eng. PhD
• AUSN Visiting Professor of Traditional Medicine
• Director, Natural Resources & Production, Uganda
• Chair Innovation & Business Management, Pharm-Bio Technology and Traditional Medicine Centre (PHARMBIOTRAC), Mbarara University of Science and Technology (MUST), Mbarara, Uganda
• Director, Excel Hort Consult Ltd.

Gratiana Ekaningsih Wijayanti, PhD
• AUSN Visiting Professor in Reproductive Sciences and Bioethics
• Associate Professor, University Jenderal Soedirman, Indonesia
Gregor Wolbring, PhD
• AUSN Visiting Professor of Ability Expectation and Ableism Studies,
• Associate Professor, University of Calgary, Canada
• PhD, University of Tuebingen, Germany
• Former President Canadian Disability Studies Association, (2010-2011)
• Member of the Board of the Thalidomide Victims Association of Canada
Member, Executive of the Canadian Commission for UNESCO (2003-2009)

Maria Keiko Yasuoka, PhD, PhD, MA
• AUSN Visiting Professor of Medical Anthropology and Medical Ethics (Hokkaido University, Japan)
• Research Assistant, Hokkaido University, Japan
• PhD, Kitasato University Graduate School of Medical Sciences, Kitasato University, Sagamihara (Kanagawa), Japan
• PhD (Medical Anthropology) Department of History and Anthropology, Graduate School of Letters, Hokkaido University, Sapporo, Japan

Rowena Zoilo, M.A., CCP
• AUSN Visiting Professor of Social Sciences and Community Engagement
• Director, Community Extension Services, Bicol University, the Philippines
IV. Research Schools & Organization

A. Academic Freedom and Governance

The total body of the faculty is termed the Faculty Senate, which advises the President, Dean and Provost as to various academic, programmatic, and faculty issues within AUSN. Our current Faculty, whom we are continuing to recruit, have an impressive number of post-graduate degrees. This high number attests to their high caliber and extent of academic experience and expertise.
AUSN vigorously defends and strives to maintain academic freedom for all its faculty and students and strives to attain and promote academic excellence and scholarly activities. In general, the academic policies, rules and regulations of AUSN are determined by the Provost in cooperation with the Dean, and approved by the Faculty Senate. The implementation of such policies, rules and regulations is the responsibility of the Provost and the Dean who is assisted by administrative staff and various Faculty Committees.

In addition to the specific policies set forth in this Academic Catalog, AUSN operates under additional rules and policies with respect to the administration of the institution and regulation of its students. These rules and policies are included within the AUSN Operations and Policy Manual.

The Faculty Senate reports to and advises the President, Dean and Provost as to any academic or programmatic suggestions, desires or issues which need to be addressed and resolved concerning the University or its Faculty. Additionally, the Dean may designate a Committee of Faculty members for special purposes or issues which the Dean, Faculty, or Provost, believe needs to be comprehensively addressed, examined and resolved. Such committees will report back to the Dean and provide the Dean with specific conclusions and recommendations. The Faculty at AUSN is selected by the President of the AUSN and the Provost, with the help, guidance and assistance of various selected Faculty Members.

The relationships between the different bodies are summarized in the figure. For news, alumni, student and faculty profiles please see our website.

B. Research at AUSN

AUSN is organized into four schools, but due to the interdisciplinary nature of the courses and research of AUSN, the degrees and faculty cross over between all Schools.

School of Health Sciences  
School of Indigenous Peoples and Global Studies  
School of Sustainability Science and Knowledge Traditions  
School of Medicine

We have brought together large networks of the persons globally, and invite further colleagues to join our projects. AUSN is a registered research institution with the US Federal Government. We have a growing number of collaborative agreements with other research and academic institutions around the world and have already co-organized and conducted a number of international conferences.

AUSN and adheres to the well recognized international standards for research which govern clinical and social research. No research or research applications shall prevail over respect for the human rights, fundamental freedoms and human dignity of individuals or groups of people. Benefits from advances in medicine and research in general should be made available to all, with due regard for the dignity and human rights of each individual.

AUSN shall promote community based participatory research, and the dissemination of the
results of research to promote the health and well-being of all Peoples, while recognizing the sacred nature of knowledge, and international ethical standards at every stage of the research endeavor to protect the dignity of individuals and groups associated with the research. This is supported by the U.S. National Institute of Health.\(^2\)

“Community-based participatory research (CBPR) is an applied collaborative approach that enables community residents to more actively participate in the full spectrum of research (from conception – design – conduct – analysis – interpretation – conclusions – communication of results) with a goal of influencing change in community health, systems, programs or policies. Community members and researchers partner to combine knowledge and action for social change to improve community health and often reduce health disparities.” …

“Advantages of community-based participatory research include:
• Joining partners with diverse expertise to address complex public health problems
• Improving intervention design and implementation by facilitating participant recruitment and retention
• Increasing the quality and validity of research
• Enhancing the relevance and use of data
• Increasing trust and bridging cultural gaps between partners
• Providing resources for the communities involved
• Benefiting the community and researchers alike through the knowledge gained and actions taken
• The potential to translate research findings to guide the development of further interventions and policy change.

The National Institutes of Health (NIH) continues supporting this collaborative approach”

c. Example Thesis titles of AUSN Alumni

All students in the MPH, MBGPH, MSS and MPD programs, and Ph.D. programs write a thesis. This illustrates the breadth of research conducted. The alumni are listed in chronological order of graduation (with the month and place of the exam).\(^3\)

**November 2015 (Manila, the Philippines)**
End-of-life care in the adult intensive care unit: Attitude and practices of critical care of physicians and nurses, Dr. Shahanaz Chowdhury, Bangladesh (MBGPH)
Fortune Telling as Mental Health Support, Ms. Ananya Tritiphumrongchok, Thailand (MBGPH)
Informed consent in dental practice in Bangladesh – A survey on dental practitioners’ knowledge, attitudes and awareness, Dr. Shahana Dastagir, Bangladesh (MBGPH)
A Critical Assessment of the Ethical Approaches to Environmental Legislation in Bangladesh with an Emphasis on Biodiversity, Mr. Jobair Alam, Bangladesh (MBGPH)

---

\(^2\) [http://obssr.od.nih.gov/scientific_areas/methodology/community_based_participatory_research/index.aspx](http://obssr.od.nih.gov/scientific_areas/methodology/community_based_participatory_research/index.aspx)

\(^3\) [http://ausn.info/thesis_list_of_graduates](http://ausn.info/thesis_list_of_graduates)
The Socio-Economic Conditions of Rag Pickers In Tripur City, Tamilnadu, A. Sebastian Mahimairaj, India (MBGPH)

Guidelines for Ethics Review Committee (ERC) for the research involving humans, animals, and the environment, Dr. Shamima Lasker, Bangladesh (MPH)

December 2015 (Kumamoto, Japan)

Ethical Dilemmas of Delegating the Public Use of Force to Private Companies: Blackwater and Other Private Security Companies Operating in Iraq During Gulf War II (GWII), Mr. Leonard H. Le Blanc III, USA (MBGPH)

An Islamic (Shia) Perspective on Good vs. Evil, Peace, Conflict and the Apocalypse, Mr. Arif Hossain, Bangladesh (MBGPH)

January 2016 (Scottsdale, Arizona)

Oak Flat is our Holy Ground: Interviews with Members of Occupation Oak Flats, Ms. Lian D’Avignon, San Carlos Apache Nation, USA (MBGPH)

February 2016 (Bangkok, Thailand)

Comparison of Ethical Values of Children and Youth in Nepal and Mexico, Mr. Rimesh Khanal, Nepal (MBGPH)

A Comparative Study of Refugee Syrian School Children in Turkey, Lebanon, Jordan, Iraq and Egypt: Out-Of-School Children that led to the ‘Lost Generation’, Ms. Lana A. Issa Al-Shareeda le Blanc, Iraq (MBGPH)

Self-efficacy of Vocational Health School Students in Conducting Double Education System in Public Health in Bogor District West Java, Indonesia, Mr. Muslihudin Sharbinie, Indonesia (MBGPH)

Practices of Traditional Medical Practitioners in Bataan, the Philippines, Dr. Angelica Baylon, the Philippines (MBGPH)

February 2016 (Dhaka, Bangladesh)

Ethical and public health issues of chemicals in foods in Bangladesh, Muhammad Ziaul Huq, Bangladesh (MBGPH)

Juvenile delinquency influenced by familial environment, Maruf Hassan Pulok, Bangladesh (MBGPH)

Old home inhabitants in Bangladesh: what physical and mental support do they need and what they truly get, Dr. Naznin Pervin, Bangladesh (MPH)

Improved Lifestyle of Child Domestic Workers: Decreases Street Beggars in Bangladesh, Tarana Ahmed, Bangladesh (MBGPH)

A study on service availability and readiness assessment of non communicable diseases using the WHO tool for Gazipur District in Bangladesh, Dr. Mohammad Rashedul Islam, Bangladesh (MBGPH)

Desires of Parents regarding Gender of Children: A Study of a Village in Northern Bangladesh, Dr. Wardatul Akmam, Bangladesh (MBGPH)

Assessing Quality of Life of the Rural Elderly in Bangladesh, Dr. Md Fakrul Islam, (MBGPH)

May 2016 (Scottsdale, Arizona)

Earth System Ethics: A Systems Approach to Ethics for Our World, Ms. Laura Ballantyne-Brodie, Australia (MBGPH)

Water Ethics in India, Dr. Rhyddhi Chakoborty, India (MBGPH)

Food safety knowledge, attitudes and practices among consumers in developing countries, Olumide Odeyami, Nigeria (MBGPH)

The Status of the Third Gender in Tamil Literature and the Current Scenario in Selected Districts of South Tamil Nadu, Dr. Michael Anjello Rajan, India (MBGPH)

June 2016 (Istanbul, Turkey)
Herdin Cats: An Ethical Review for Pre-hospital Emergency Triage, Triage Systems, Tools and Algorithms, Dr. Hasan Erbay, Turkey (MBGPH)

**July 2016 (San Carlos, Arizona)**

Student Stress in Elementary and Middle Schools, Lalitha Murali, USA (MBGPH)

**August 2016 (San Carlos, Arizona)**

Pharmaceutical Incentives and Medical Ethics: Attitudes of Future Doctors of Bangladesh, Dr. Tonmoy Biswas, Bangladesh (MBGPH)

Telemedicine with Digital low-cost ECG to provide basic cardio-care in rural areas: Instrumentation and Ethical Aspects, Dr. Ahmed Raihan Abir, Bangladesh (MPH)

**October 2016 (San Carlos, Arizona)**

Nurturing Medical Student’s Empathy and Compassion throughout Community Service Program, Challenges in the Gay, Lesbian and Transgender Native American Community, Endreya M. McCabe, Delaware Nation, United States of America (MPH)

Linkages of Outcomes in Success and Educational Achievement in Native American Communities, Lata Sitake, Dakota Nation/Tonga (MBGPH)

**November 2016 (Yogyakarta, Indonesia)**

Nurturing Medical Student’s Empathy and Compassion throughout Community Service Program, Dyah Woro Dwi Lestari, Indonesia (MBGPH)

Exploration of Experience of Javanese People with Schizophrenia with History of Having Involuntary Treatment in Psychiatric Management, Frilya Rachma Putri, Indonesia (MBGPH)

Exploration study on Nursing students’ first experiences in conducting phenomenological qualitative research among people and families with vulnerabilities in Indonesia, Septi Dewi Rachmawati, Indonesia (MBGPH)

**November 2016 (Kuala Lumpur, Malaysia)**

Abortion law in Muslim communities: Lack of a comprehensive perspective on harmful pregnancy, Saeideh Sayari, Iran (MBGPH)

Blindness as disability: Issues in relationship with human rights and human dignity, Abbas Kharabi Masouleh, Iran (MBGPH)

Nurturing Medical Student’s Empathy and Compassion throughout Community Service Program, Tamjida Ahmad, Bangladesh (MBGPH)

Perception of the Workforce in an Academic Setting as AUSN: How five generations work together, Margaret Columba M. Baylon, The Philippines (MBGPH)

**November 2016 (MAAP, the Philippines)**

Ethical Analysis and Situation of Teenage Pregnancy in Irisan Baguio City, Feby Basco Lunag, The Philippines

Ethical Issues of Family Presence in the ICU and During Resuscitation, Joella Molina Estrada, The Philippines

Ethical concerns on the implementation of Solo Parent Act (RA 8972) in the Philippines - Ariel Calugay Bacani, The Philippines (MBGPH)

**December 2016 (Arizona)**

Indigenous Peoples’ Movements in Nepal (1990-2015), Dolma Lama, Nepal (MBGPH)

**January 2017 (Tokyo, Japan)**

Concepts of Human Dignity and Family in Japan, Tsuyoshi Sotoya, Japan (MPH)

**January 2017 (Chulalongkorn University, Thailand)**

An Ethical and Scientific Analysis of the Potential Utilization of Nuclear Reactors for Energy Production in Developing Countries, Ya Min Thu, Myanmar (MBGPH)

**January 2017 (the Philippines)**
Laudato Si: Awareness, Perspectives, and Consequences on Environmental morale and motivation in a Catholic University, Chadwick Bastida Tan, the Philippines (MBGPH)

**February 2017 (London, England)**

Knowledge and Perceptions of HIV and AIDS among higher secondary school students in Dolakha District, Nepal, Rajendra Khadka, Nepal (MPH)

**June 2017 (UKM, Malaysia)**

Prevalence of Oral and Dental Diseases and Oral Hygiene Practices among Illicit Drug Abusers, Dr. Md. Anower Hussain Mian, Bangladesh (MPH)

**July 2017 (DGHS, Bangladesh)**

Awareness of Ethics Among Medical Doctors in Bangladesh, Dr. Mahmood-Uz-Jahan, Bangladesh (MBGPH)

**July 2017 (Arizona)**

Can happiness be taught? Results of Mindfulness training among teachers in the San Carlos Apache Tribe Headstart program, Dr. Lara López Hernáez, Spain (MBGPH)

Intra-articular steroid and Hyaluronic acid injection is less effective than Platelet Rich Plasma injection to treatment knee joint osteoarthritis (knee joint pain)? Dr. Md. Rana Parvez, Bangladesh (MPH)

**September 2017 (Arizona)**

Is Social Capital a Protective Factor Against Prescription and Illicit Drug Overdose Death?, Carmela M. Roybal, Tewa Nation, USA (MBGPH)

**October 2017 (Yonsei University, Republic of Korea)**

Integrating bioethics, religious and cultural values to construct ethical policy and educational strategies in Malaysia, Mohd Salim Mohammad, Malaysia (MBGPH)

Exploration of the Breaking Bad News Process: Doctor’s Experiences in Banyumas Regency, Indonesia, Miko Ferine, Indonesia (MBGPH)

**November 2017 (Kumamoto University, Japan)**

Bioengineering and Ecosystem Modification to Reduce runoff in disturbed lands and Mitigate Disasters, Ranjan Aryal, Nepal (MBGPH)

**December 2017 (DGHS, Bangladesh)**

Ethical and Moral Considerations for Road Safety in Bangladesh, Tanya Ahmad, Bangladesh (MBGPH)

**January 2018 (Arizona)**

Ethics and Risk Factors for Esophageal Cancer and Awareness of Cancer Related Health Services Among Adults in Rural Kilimanjaro, Tanzania: A Prerequisite for Cancer Down Staging, Dr. Josephine Joseph Mwakisambwe, Tanzania (MBGPH)

Social justice advocacy and its challenges: Case study of International African volunteers serving in the Asia-Pacific Region, Bellarmee Lumbwe Milosi, Democratic Republic of Congo (MBGPH)

**March 2018 (Kathmandu, Nepal)**

Bases of Early Marriage and Consequences on the Well-being of Mother and Child in Jhirubas, Palpa, Nepal, Bikash Thapa, Nepal (MBGPH)

Environmental Effects on Immunization Programs in Baglung District, Nepal, Ramji Sapkota, Nepal (MBGPH)

**March 2018 (Chulalongkorn University, Thailand)**

Designing an experience to recall positive memories in order to improve mental health, Tayebeh Kharestani, Iran (MBGPH)

**March 2018 (Arizona)**
Redesignifying the Concept of Latin American Migrants entering into the United States of America, Parivash Malekshamran Garza, Mexico (MBGPH)

**August 2018 (Heart Foundation, Bangladesh)**

*Estimation of Occupational Hazards and their Prevention among Dental Surgeons in Dhaka City, Bangladesh, Rawfun Nahar, Bangladesh (MPH)*

*Ethical Issues Relating to Sexual and Reproductive Knowledge Seeking Behaviour of Adolescents in Bangladesh, Rajib Biswas, Bangladesh (MBGPH)*

**December 2018 (Arizona)**

*Ethical Information Foresights: A journey across uncharted conflictology, Manuel Lozano Rodriguez, Spain (MSPSD)*

**January 2019 (Arizona)**

*Ethical Considerations and Managing Refugee Populations due to Climate Change: A Historical Overview and Recommendations - Leonard H. Le Blanc III, USA (MSTS)*

**February 2019 (Jakarta, Indonesia)**

*A Study of the Ethics of Body Commodification, Elderly Care, Vulnerability and Organ Donation in the Context of Health Care in Indonesia - Yeremias Jena, Indonesia (MBGPH)*

**April 2019 (BETIM, Istanbul, Turkey)**

*Accessible Tourism as a Driver of Economic Growth, Environmental and Social Equity - Charlotte Omayan Gapasin, Qatar (MBGPH)*

**May 2019 (Arizona)**

*An Analysis of Gender Mainstreaming in General Santos City, the Philippines - Ronnie John D. Barrientos, the Philippines (MBGPH)*

**November 2019 (Bangladesh)**

*Increasing Awareness of Mental Health for Prevention of Suicide in Bangladesh - Trina Mazumder, Bangladesh (MPH)*

**PhD Graduates**

The Following Persons are Graduates of the AUSN PhD Degree Program, with the titles of their PhD thesis and place of their formal AUSN thesis defense are as below:

**Dr. Darryl R. J. Macer and the Global Expansion of Bioethics Education** - Leonard H. Le Blanc III, USA (Defense on 18 November 2017 in Kumamoto University, Japan)

*Core curriculum for publication ethics* - Shamima Parvin Lasker, Bangladesh (Defense on 3 December 2017 in Directorate-General of Health Sciences, Bangladesh)

*Development, CO₂, and understanding personal health today* -Osama Rajkhan, Saudi Arabia (Defense on 6 December 2017 in Chulalongkorn University, Thailand)

*Enhancement of Mental Health through Fortune Telling* - Ananya Tritipthumrongchok, Thailand (Defense on 6 March 2018 in Chulalongkorn University, Thailand)

*Behavioral Solutions for Advancing Global Peace and Harmony* - John LaMuth, USA (Defense on 20 May 2018 in AUSN, USA)

*Proposed Manning Productivity Gain Cycle for Peace, Sustainability and Global Development: Implications for Bioethics and Health* - Angelica M Baylon, the Philippines (Defense on 30 June 2018 in AUSN, USA)

*Pilgrimage Against the Deception of the Attempted Assimilation of America* - Wendlsr A. Nosie Sr., Former Chair, San Carlos Apache Nation (Defense on 30 June 2018 in AUSN, USA)

*Ethical Issues and the Public Health of Native American Communities* - Endreya Marie McCabe, Delaware Nation (Defense on 30 June 2018 in AUSN, USA)
The Holy Fight: Awakenings of Apache Identity from Oak Flat to Transgenerational Justice and Decolonization - Lian Bighorse, Navajo and San Carlos Apache nation (Defense on 30 June 2018 in AUSN, USA)

Ka-Loob Ethics: The Filipino Ethics of Patient Care - Marlon F. Lofredo, the Philippines (Defense on 29 July 2018 in the Philippines)

Ethics of the Failure to Educate Iraqi and Syrian Out-of-School Refugee Children in the Middle East and North Africa (MENA) Region - Lana Al-Shareeda Le Blanc, Iraq/USA (Defense on 8 November 2018 in AUSN, USA)

The Science, Philosophy and Bioethics of Gerontology in the Context of Our Future: An Individual and Community Journey from Japan - Ryo Takahashi, Japan (Defense on 24 August 2019 in Tohoku University, Japan)

Awareness and Need of Life Skills Concepts among Young People in Bangladesh - Tahera Ahmed, Bangladesh (Defense on 21 November 2019 in Dhaka, Bangladesh)

Perceptions on Health Insurance among Consumers in Bangladesh - Shahanaz Chowdhury, Bangladesh (Defense on 21 November 2019 in Dhaka, Bangladesh)

Integration of Indigenous Knowledge into Tertiary Institutions: The Case of Traditional Medicine in Uganda - Anke Weisheit, Uganda/Germany (Defense on 21 November 2019 in Dhaka, Bangladesh)

Empowerment of Youth Street Beggars as Child Domestic Workers can make a Revolution in Bangladesh - Tarana Ahmed, Bangladesh (Defense on 24 November 2019 in Dhaka, Bangladesh)

Past, Present and Future Trends of Nursing Workforce Migration in Pakistan: Analysis and Policy Implications - Sumaira Khowaja-Punjwani, Pakistan (Defense on 29 November 2019 in Chulalongkorn University, Thailand)

For the MBA and MHA degrees the thesis is an elective, and some students may choose to take more classes and write semester papers instead. For a list of graduates see the website.
D. Institutional Review Board

For research involving human participants the approval of the Institutional Review Board (IRB) is required. The AUSN School of Medicine Institutional Review Board (AUSN IRB) is officially registered with the U.S. Office of Human Research Subject Protections (OHRP) under the U.S. Department of Health and Human Services and the U.S. Food and Drug Administration. Our registration number is IRB00009932. The AUSN IRB is the committee that is been formally designated, organized and registered to approve, monitor, and review all research involving humans. For research in other communities and countries ethical approval may involve additional approvals – and community engagement and ethics review is one of the capacities we expect our graduates to learn, with faculty support.

E. School of Indigenous Peoples and Global Studies

AUSN has an expressed and dedicated commitment toward academic excellence, the pursuit of truth and social justice, the discovery of new knowledge through the attainment of the highest level of academia, scholarship, research, critical-thinking and analysis. Although the primary focus of AUSN is to train and educate students to become clinicians for clinical practice in primary care (e.g., Family Practice; Internal Medicine; Emergency Medicine; Surgery; etc.), research is a critical component of our academic curriculum and in attaining critical-thinking skills. Our research includes clinical, public health and social science research.

The School of Indigenous Peoples and Global Studies, directed by Professor Darryl Macer, Provost of AUSN, undertakes innovative trans-disciplinary research. In this regard, while many wise people have tried to improve life and health outcomes for Native American Indian Nations since the colonization, we believe we can greatly enhance health outcomes through integrating the wisdom, traditions, and latest scientific knowledge of Peoples from around the world, thereby enhancing the space for dialogue and learning between Peoples for a more sustainable world.

There are many types of research, as noted in the American Association for the Advancement of Science (AAAS) resolution on Native American Science and Technology: "Be it resolved that the Council of the Association (a) formally recognize the contributions made by Native Americans in their own traditions of inquiry to the various fields of science, engineering, and medicine, and (b) encourage and support the development and growth of natural and social science programs in which traditional Native American approaches and contributions to science, engineering, and medicine are the subject of serious study and research." [Adopted by the
Dr. Lara López-Hernáez is AUSN Visiting Professor of Mindfulness and Childhood Psychology, and was visiting AUSN for 2015-2016. She is a Professor, International University of La Rioja, Spain, resident at AUSN for educational programs and research. The School supports faculty, and students in all graduate programs offered by AUSN, as well as AUSN Research Fellows, and encourages every graduate student to publish the results of their thesis in peer reviewed publications. Some of the projects of the School of Indigenous Peoples and Global Studies include: Creation of a Repository of Ethical Worldviews of Nature; International Bioethics Survey; Attitudes to Life and Nature; Interventions to Improve Youth Motivation and Healthy Lifestyles; Integration of Research Methodologies and Paradigms for Indigenous Research; Decision-making processes for Community Engagement in Technology Decision-making; and the Integration of Values from Tradition and Modernity in Different Ethnic Communities.

Freedom of research, which is necessary for the progress of knowledge, is part of freedom of thought, and has been used to develop the crops that we depend on for food, the irrigation systems to provide water to agricultural land, medicines, housing, fire and all technology. Research is also conducted to describe the relationships between people, and their behavior. The applications of research shall seek to offer relief from suffering and improve the health of individuals and humankind as a whole. Accordingly, AUSN and the Institute promotes a range of research methodologies that are conducted in compliance with the highest ethical and scientific standards, consistent with millennia of research that has been conducted by inquiring human beings in every culture of the world.

Recognizing that research and the resulting applications open up vast prospects for progress in improving the health of individuals and of humankind as a whole, but emphasizing that such research should fully respect human dignity, freedom and human rights, as well as the prohibition of all forms of negative discrimination, AUSN and the Institute of Indigenous Peoples and Global Studies will promote research and its application to clinical medicine, environmental and public health and social and human sciences.

AUSN and the School of Indigenous Peoples and Global Studies have a long and formidable foundational history in clinical research. The Eubios Ethics Institute, founded and directed by Dr. Darryl R. Macer, Provost, AUSN, has been a repository and mainstay of research in bioethics for more than two decades and has wide international recognition and worldwide acclaim.

F. School for Sustainability Science and Knowledge Systems

The School conducts research on integrating latest scientific knowledge and traditional wisdom and epistemology from cultures from the Americas and around the world consistent with the goals and strategic mission of AUSN. Our research combines the social sciences with relevant physical and life sciences and is aimed at the development of informed policy-making to address global concerns for building sustainable communities and societies. The
Institute engages international expertise at local, regional, and global levels from multiple disciplines in the natural, social, and life sciences. This combined expertise is the cornerstone of our research programs, allowing us to focus on the development of informed policy-making to meet sustainable development challenges.

The mission includes research, networking, and education and capacity development, both in-house and in co-operation with an interactive network of academic institutions and international organizations. The current research agenda focuses on strategic paths to the development of sustainability science, sustainable development, biodiversity, social and environmental governance, urban ecosystems, science and technology policy options for developing, least developed and industrially advanced countries, and education for sustainable development.

G. Schools of Medicine & Health Sciences

Important covenants of the Preamble to the Constitution of the World Health Organization (WHO), serve as guiding principles for the development of our University, which were important in guiding the formation of the AUSN Mission, Vision, and Philosophy.

AUSN offers five “health related” academic degrees and four “health related” postgraduate educational certificates programs through the School of Health Sciences. There are four main reasons why we have established the School of Health Sciences in AUSN and offered the first ever MPH degree on Native American Indian Sovereign land in the United States.

When AUSN is eventually accredited to be able to offer M.D. degrees AUSN will review the range of degrees that is offered, and the relationships of the School of Health Sciences to the School of Medicine, to ensure the optimal relationships between the teaching branches of the University, the research Institutes, and meeting the Mission of AUSN to serve the glocal community (global and local communities around the world). Thirty three of the current faculty of AUSN have a medical qualification.

Promotion of the covenants and tenants of the World Health Organization (WHO), especially: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”, “The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.”

“The health of all peoples is fundamental to the attainment of peace and security and is dependent upon the fullest co-operation of individuals and States.”

“Unequal development in different countries in the promotion of health and control of disease, especially communicable disease, is a common danger.” are goals of AUSN.

We are pursuing this long-term initiative of placing the first-ever Medical School on Native American Sovereign Land, and AUSN aims to achieve:
• Preservation of Society and Culture
• Education and Self-Determinism
• Improvement of Public Health and Medical Care
• Physician Shortage – National and International

Former United States Secretary of Education Margaret Spellings notes “There is an overwhelming need” for more health care education for the American Indian / Alaskan Native populations. Indeed, the ineffectiveness of current health care delivery systems on indigenous land is well recognized – and must be earnestly significantly improved. The healthcare and public health status of the populations in many other Indigenous Populations throughout the world is similarly greatly deficient. We see similar deficits in many other aspects of education and are offering degrees in a range of fields.

(1). Preservation of Society and Culture

There is an overwhelming need to preserve the culture, traditions, health, welfare, and rights of Native Americans and Indigenous Populations throughout the globe. Indeed, health and public health are undisputedly foundational pillars of any sustainable community, society or nation and serve as positive attributes of peace. In order for us to sustain communities and nations, peace, well-being, and maintain respect and understanding for tradition and culture of Native Americans as well as all Indigenous Populations – accordingly we must have a sustainable educational system which promotes graduate education in both medicine and public health.

And – we believe it is critically important not to be just “another” “Native American program” of an “outside” University - which wants to affiliate with Native American tribes – and take an “outside-in” approach. Rather, we believe, that to be truly effective – any healthcare, medical care, or public health program MUST come from “within” the land of the Sovereign Nations.

(2). Education and Self-Determinism

We are promoting this initiative in University development because, in part, we strongly agree with former United States Secretary of Education Margaret Spellings proclamation that an individual’s education is the foundation for their self-determination. We believe that education breeds dignity and establishes the pillars of hope for the future – not only for individuals but for communities, societies and nations as well. Indeed, education empowers people to dream and achieve their potential. Indigenous Peoples and the people of Native American Tribal Nations have not been afforded equal opportunity in education – especially at the professional medical education and public health level – we intend to drastically change that for the better!

(3). Improvement of Public Health and Medical Care

We believe the best way to directly address and improve the delivery and accountability of healthcare for Native Americans and Indigenous Populations so as to directly address healthcare issues of disparity is to directly have a center of education dedicated to Indigenous Population healthcare on the Sovereign Land of Native Americans. In this way,
the following public health indicators can be directly addressed and plans implemented to specifically improve them:

❖ **Infant mortality rate** is 150% higher for Native American (NA) infants than non-NA infants.
❖ **Diabetes** has increased 160% in the AI/AN population from 1990-2004.
❖ There is a 152% higher death rate from **Unintentional Injuries** in NA than non-NA populations.
❖ There is a 189% higher death rate from **Diabetes** in NA than non-NA populations.
❖ There is a 510% higher death rate from **Alcoholism** in NA than non-NA populations.
❖ There is a 600% higher death rate from **Tuberculosis** in NA than in non-NA populations.

Further, being situated on the Sovereign Land of indigenous Americans AUSN serves not only as an Educational Arena for training expert clinical physicians - but also as a Repository of Scientific, Medical and Public Health Information which will serve as a Learning Resource Center for all Peoples, including Indigenous Populations throughout the world.

(4). **Physician Shortage – National and International**

There is an already looming and crippling undisputed physician shortage in the United States – and in parts of the world in general - which will serve only to worsen the already devastating health care outcomes of the Native American population and Indigenous Populations. We wish to address this devastating shortage.

Current estimates note that an *immediate* influx of 16,000 doctors is needed to address the underserved medical needs of populations throughout the US. The Council on Graduate Medical Education reports that there will be a US national shortage of over 100,000 physicians during this decade. Other experts predict a shortage closer to 200,000 (Health Affairs forecasts a 50,000 physician shortfall by 2010 and a 200,000 physician shortage by 2020). The AMA and LCME have recognized this physician shortage.
v. Academic Collaborative Agreements

Just as recruiting and affiliating with world renown and premier academicians, scholars and Faculty, AUSN is continuously evaluating and forming academic collaborative agreements with Institutions, Centers, Universities. We conduct a number of conferences and training courses at our collaborating institutions, and AUSN graduate students often conduct their research at these institutions. We have signed academic collaborative agreements with some of the finest Institutes, Centers, and Universities throughout the world, with whom we can learn and share in the knowledge critical to well-being, health, disease management, and the critical processes intimate to the education of the finest physicians and clinicians. These academic collaborations will do much to implement our profound dedication to improving the socio-economic development, respect for human rights, health care access and happiness for all Peoples throughout the world through training and educating the next generation of modern leaders. AUSN is proud to announce the following academic collaborative agreements. The past AUSN conferences are listed on the AUSN website, and future ones are continually being developed.

A. Dr. Susan LaFlesch Picotte Memorial Hospital and Museum
First Native American Hospital in the United States

AUSN is proud to announce that on May 4, 2013, AUSN signed its First Academic Collaborative Agreement with the Dr. Susan LaFlesch Picotte Memorial Hospital and Museum located on the Omaha Nation sovereign land, in Walthill, Nebraska. Dr. Susan LaFlesch Picotte (June 17, 1865 - September 18, 1915) was the first Native American Indian woman to become a physician in the United States.

In the early 1900s, using her own money – not federal monies – she built her own hospital for the community. The Susan La Flesch Picotte Memorial Hospital was the first Native American hospital in US history.

Dr. LaFlesche was from Ponca, Iowa and of Anglo-American descent; she was raised by her parents on the Omaha Nation Reservation. She attended college at the Hampton Institute, and obtained her M.D. degree from the Woman’s Medical College of Pennsylvania (Philadelphia, Pennsylvania). Dr. LaFlesche was a fiercely dedicated physician; a true pioneer – earning the highest degree of respect of her patients and her community.

Today, the Dr. Susan LaFlesch Picotte Memorial Hospital is a Museum; the Curator is a Native American member of the Omaha Nation, Karen Marie Hardenbrook. In addition to signing our First collaborative agreement with the Dr. Susan LaFlesch Picotte Memorial Hospital and Museum, Karen joined our Board of Trustees.
The signing of our First Academic Collaborative Agreement with the Dr. Susan LaFlesch Picotte Memorial Hospital and Museum clearly illustrates and evidences our deep commitment to providing for the healthcare and welfare of all Indigenous Peoples of the World, and the peoples of all Native American Sovereign Nations.

B. **Center for Ethics of Science and Technology**  
**Chulalongkorn University, Thailand**

The Center for Ethics of Science and Technology is a research unit at Faculty of Arts at Chulalongkorn University. It is also a virtual interdisciplinary center where faculty collaborate, not only within Chulalongkorn University, but with other universities and research institutes worldwide. The Center’s Director, Soraj Hongladarom, Ph.D., is our AUSN Visiting Professor of Ethics of Science and Technology and Philosophy.

Because almost all the changes that are taking place in the world we live in today are due to advances in science, technology and biotechnology, The Center for Ethics of Science and Technology plays an important role for the intelligent and meaningful exploration and discussion of pertinent issues which relate to such advances and affect our everyday lives – accordingly, AUSN is quite proud to be affiliated with such a prestigious Center. Cooperative AUSN Conferences are held often.

The Center investigates and explores the digital divide between those who enjoy the benefits brought about by the technology, and those who are left behind; how the privacy of citizens are going to be protected when every corner of reality has become an item in the manipulable and calculable "information reality." Similarly, the Center explores pertinent and relevant areas of biotechnology. The objectives of the Center include: to conduct research on various aspects of ethics of science and technology, most notably those related to information technology, nanotechnology and biotechnology, as well as the relation between science and society; to act as a focal point on the attempts to understand how science and technology interact with society and culture; and to disseminate knowledge and perform outreaching programs to be general public. AUSN holds Intensive Training courses here annually.

Chulalongkorn University is the oldest university under the Thai modern educational system, founded in 1917 and named after King Chulalongkorn (Rama V). It is well-recognized as one of the best universities in Thailand and Southeast Asia; it consists of approximately nineteen Faculties and Institutes. The Diplomas of Chulalongkorn University are delivered at graduation by Princess Maha Chakri Sirindhorn of the Royal Family.
C. **Eubios Ethics Institute**  
*Christchurch, New Zealand; Tsukuba Science City, Japan*

AUSN is proud to announce the signing of an Academic Collaborative Agreement with the Eubios Ethics Institute. The Eubios Ethics Institute is a nonprofit group that aims to stimulate the international discussion of ethical issues, and how we may use technology in ways consistent with "good life" (eu-bios). It aims at an integrated and cross-cultural approach to bioethics, and has a global network of partners.

Eubios Ethics Institute was founded by Darryl Macer in 1990, in Christchurch, New Zealand and in Tsukuba Science City, Japan. In 2005 Eubios added Bangkok, Thailand to the network. Professor Darryl Macer is currently AUSN President, AUSN Professor of Bioethics and Biomedicine; a Member of the AUSN Board of Governors; and the Director, AUSN School of Indigenous Peoples and Global Studies.

Since 1990 the Eubios Ethics Institute has cooperated with many individuals and groups, including UNESCO and UNU, Asian Bioethics Association, youth networks, and seeks to empower people to be free thinkers to change the world, motivating youth to be leaders. The Eubios Ethics Institute is determined to encourage practical activities built upon the results of research to implement policy, consistent with the goals and needs of various communities around the world. AUSN cooperates closely with programmes such as the Youth Peace Ambassadors International, Youth Looking Beyond Disaster and the Repository of Ethical Worldviews of Nature.

D. **The International Centre for Peace and Development Ethics**  
**International Peace Park**  
*Kaeng Krachan, Thailand*

AUSN is proud to sign an Academic Collaborative Agreement with The International Centre for Peace and Development Ethics at Kaeng Krachan, Thailand.

The International Peace Park of the International Centre for Peace and Development Ethics at Kaeng Krachan is an independent body, with cooperation agreements with Oran Patana Foundation, the Fulbright Academy of Law, Peace and Public Health, Eubios Ethics Institute, the Asia-Pacific Forum for Ethics and Social Justice, and the International Council for Philosophy and
Humanistic Studies, among others.

The objectives of the International Center for Peace and Development Ethics include: to provide a place to consider many questions in bioethics and environmental ethics, including the treatment of different social groups when facing forces of globalization and development; to motivate people to find what they should do for peace and sustainable development; to create an international base for education of peace and sustainable development; to use more a broad meaning of peace, bioethics, environmental and social development so as to further explore many ethical topics; to develop the Youth Peace Ambassadors International; to collaborate on Conferences and Trainings; and to compile an Repository of Ethical World Views of Nature. AUSN holds Intensive Training courses here annually.

The formal inauguration of the Park and Centre was at the time of the Fifth Youth Peace Ambassador Training Workshop (YPA5) on 8 November 2012. Most of the 100 participants at the conference planted a tree in celebration of the event, and in the hope to build world peace and cross cultural understanding. Each tree has a sprinkler to irrigate them. The peace park has 20 peace plaques in English and Thai writing, selected from those sent by the youth around the world. It is planned to also have a collection of more medicinal herbs, dependent on people to look after the plants. This is a community park, garden that will develop over the coming decades. AUSN coorganised with Eubios Ethics Institute, Chulalongkorn University and the Sixth Youth Peace Ambassador Training Workshop (YPA5) in May-June 2013 at the Peace Park; and LBD8/ YPA12 in February 2016. AUSN holds Intensive Training Conferences at least twice a year at the Peace Park.

E. **University Gadjah Mada (UGM) in Yoqyakarta, Indonesia**

AUSN is proud to sign a broad Academic Cooperation Agreement with UGM. UGM is the oldest university in Indonesia, and plays a central role in development of medical curriculum and biomedical sciences and bioethics across Indonesia. UGM is in Yogyakarta, and has 56,000 students and 4 thousand faculty. The first concrete activity of the new agreement was holding a Joint Conference on 3 September 2013.
There were also discussions on the joint degree programs in Bioethics to enhance the cooperation between the many Peoples and communities of Indonesia and USA, and globally. This builds on the existing close connections between the Center for Bioethics and Medical Humanities and Eubios Ethics Institute to develop bioethics education programs across Asia and the Pacific, and especially for developing countries.

UGM joined AUSN and Eubios Ethics Institute to host the Fifth Youth Forum Looking Beyond Disaster (LBD5) in Sept. 2014, and was also the host of the 17th Asian Bioethics Conference and AUSN Intensive Bioethics Workshop in November 2016.

F. University Jenderal Soedirman, Purwokerto, Indonesia

AUSN is proud to sign an Academic Cooperation Agreement with University Jenderal Soedirman. A Collaborative Agreement was signed for “cooperation in the fields of education, academic research, global studies, public health and medicine, pharmacy, dentistry and other allied health sciences, bioethics and peace” between AUSN and the Faculty of Medicine and Health Sciences, Universitas Jenderal Soedirman (UNSOED), Purwokerto, Indonesia.

UNSOED is “named after the Great Indonesian Commander, General Soedirman who held the following philosophies: persistence, optimism, wisdom, integrity, courage, faith, aspiration, unity, candor, and common sense.” A joint workshop between AUSN, UNSOED and Eubios Ethics Institute was held to detail training in bioethics in all 7 degree programs of the Faculty of Medicine and Health Sciences, and Professor Darryl Macer, Provost of AUSN visited several times in 2014 to further develop the bioethics curriculum in these and further faculties including Biology. The photo shows the signing of the Agreement at the villa of Dr. Retno Widiastuti, Dean of the Faculty, with Dr. Retno.
Widiastuti (Centre), Dr. Amalia Muhaimin (Chief of Bioethics Department, UNSOED and Visiting Professor, AUSN) and Dr. Darryl Macer, Provost of AUSN. AUSN holds Intensive Training courses here annually, and has cooperation with the teaching of the MBGPH degree and UNSOED Masters of Biology degree majoring in Bioethics, as a double degree program.

G. **St. Paul’s University, Quezon City, the Philippines**

AUSN is proud to sign an Academic Cooperation Agreement with St. Paul University Quezon City (SPUQC). St. Paul University is one of the educational institutions owned and administered by the Congregation of the Sisters of St. Paul of Chartres (SPC). The college enjoys full autonomy status from the Commission on Higher Education of the Philippines. It was also awarded a Level III Accreditation by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). St. Paul’s University joined AUSN and Eubios Ethics Institute to host the Fourth Youth Forum Looking Beyond Disaster (LBD4) in April 2014, and in November 2015 hosted the 16th Asian Bioethics Conference, during which the first Masters degree graduates of AUSN held their public defense of their thesis. There are regular activities together.

H. **International Culture University, Bangladesh**

AUSN is proud to sign an Academic Cooperation Agreement with International Culture University (ICU). International Culture University (ICU) is a committed and innovative initiative to build leaders in the development sectors of all nations to protect, promote cultural diversity and culturally enlightened generation for building peace and rights, share and care of humanity round the Globe. ICU’s curriculum is an integration of
culture, tradition and technology considering the best fitting and skilled personnel for the development of the future.

I. Gangneung-Wonju National University, Gangwon, Republic of Korea

AUSN is proud to sign an Academic Cooperation Agreement with Gangneung-Wonju National University (GWNU). GWNU is recognized as one of the preeminent research universities ranked 1st among Korean universities and 6th among Asian universities with regard to number of research papers in the 2009 Asia QS Universities Evaluation. The university has undergraduate Courses in 54 departments in the 8 colleges, and graduate programs for Masters and doctoral programs. Two professors from GWNU are AUSN Visiting Professors.

J. International Association of Law, Ethics and Science (IALES), Paris, France

AUSN is proud to sign an Academic Cooperation Agreement with International Association of Law, Ethics and Science (IALES), and to be the contact point for the IALES in the Americas. IALES has for three decades been promoting intercultural and interdisciplinary dialogue and Professor Macer is a founding Board member of IALES.

K. United Nations University (UNU) – Institute of Advanced Studies, Yokohama, Japan

AUSN is proud to sign an Academic Cooperation Agreement with United Nations University (UNU) – Institute of Advanced Studies.

UNU-IAS is part of the United Nations University (UNU) system, comprised of a network of Research and Training Centres and Programmes (RTC/Ps) which are assisted by associated and cooperating institutions and scholars from around the globe. UNU-IAS’s mission is to “advance knowledge and promote learning for policy-making to meet the challenges of sustainable development.”

UNU uses advanced research methodologies and approaches to challenge conventional thinking and contribute creative solutions to key emerging issues of global concern. In particular, with a focus on issues that are high on the United Nations agenda.

The challenges of making sustainable development a reality have never been as acute. Although considerable resources have been invested to improve human wellbeing in sustainable ways, we are still looking for workable solutions to achieve this. These solutions must reconcile technological advances with environmental
protection, human wellbeing with economic development, and sound policy-making with good governance.

AUSN like the United Nations University Institute of Advanced Studies (UNU-IAS), believes that such solutions exist. Together we hope to identify them, to develop them and to put them into practice. AUSN and UNU held their first joint workshop in August 2013, and continues to cooperate with a Joint Conference in 2015, together with Kumamoto University, Japan.

L. Loyola College and Loyola-ICAM College of Engineering & Technology (LICET), Chennai, India

AUSN is proud to sign an Academic Cooperation Agreement with Loyola College and Loyola-ICAM College of Engineering and Technology (LICET).

Loyola College is an autonomous Jesuit institution of academic excellence under the historic University of Madras in the city of Chennai, India. The institution is among the handful of India’s most prestigious institutions for degree programmes in commerce, arts, natural sciences and social sciences. It has been consistently ranked amongst the top five institutions in India for those programs. LICET would function as a space where the marginalised will have a place and at the same time LICET will strive to provide quality education.

Loyola College (founded in 1925 in Chennai, India) and ICAM (Institut Catholique d’Arts et Métiers, founded in 1898 in Lille, France), both guided by the Jesuit methodology of education, have inked a joint venture of founding an engineering college which would be a unique model not only in forming engineers with social responsibility but also serving as a melting pot of Indian and French cultures preparing Indian students to serve in European industries and European students to work in Indian industries. Based on principles of integral pedagogy evolved out by Jesuits and the style of education, the whole study program leads not only to the acquisition of professional qualifications but also allows student’s to have comprehensive personal development: ability to work in a team, develop communication skills, appreciate cultures to be sensitive to ethics and social involvement. AUSN and LICET signed the MOU during the joint hosting of the 14th Asian Bioethics Conference in November 2013.

M. World Youth Foundation, Malacca, Malaysia

AUSN is proud to sign an Academic Cooperation Agreement with World Youth Foundation. The World Youth Foundation (WYF) is an NGO in Special Consultative Status with the Economic and Social Council of the United Nations, and is an international non-governmental organization which was launched in 1994 with the aim to promote research, development and documentation of youth programmes beneficial
to youths worldwide. The Foundation's headquarters is located in its very own complex called The World Youth Foundation Complex based in Malacca, Malaysia. WYF's is headed by Hon Datuk Ali Rustam who is the former Chief Minister of Melaka and is assisted by a Board of Trustees.

N. Sikh Human Rights Group, London, U.K

AUSN is proud to sign an Academic Cooperation Agreement with Sikh Human Rights Group. The Sikh Human Rights Group is an NGO in Special Consultative Status with the Economic and Social Council of the United Nations, and promotes human rights especially for the ethnic and faith group of Sikhs, as well as for all Peoples. A joint Workshop was held in 2013, 2016 and 2017.

O. Asia-Pacific Forum for Ethics and Social Justice, Kuala Lumpur, Malaysia

AUSN is proud to sign an Academic Cooperation Agreement with Asia-Pacific Forum for Ethics and Social Justice. This is an interdisciplinary academic forum for open discussion of ethics and social justice issues.

P. All India Bioethics Association (AIBA), Chennai, India

AUSN is proud to sign an Academic Cooperation Agreement with All India Bioethics Association (AIBA). AIBA was founded in 1998 in cooperation with Eubios Ethics Institute and was the first national academic body uniting scholars from different disciplines to examine bioethics in India, the world’s largest democracy. AUSN will work with academics across the world who have similar goals and ideals, to promote quality scholarship and research to alleviate the ethical challenges of our world.

Q. Bangladesh Bioethics Society (BBS, Bangladesh)

BBS is working to promote strong ethical values, practice of ethics and morality among different stakeholders for preventing corruption, upholding human rights and promoting good governance. BBS was established in 2009 under the auspices of Professor Darryl Macer, then at RUSHSAP (Regional Unit for Social and Human Science in Asia and the Pacific) UNESCO Bangkok, with cooperation of UNESCO Dhaka and was launched by H.E. Nurul Islam Nahid, Minister of Education, People’s Republic of Bangladesh with the enterprise of Prof. Shamima P Lasker and Dr. Arif Hossain. BBS is the first academic organization on bioethics in Bangladesh.
BBS is a non profit, non political, multi-disciplinary and voluntary organization. It is working closely with AUSN to expand bioethics across the country and region to ensure better ethical standards and ethical professionalism. The website is http://www.bioethics.org.bd/ There are several hundred members, and it is collaborating with AUSN programs to build up capacity for bioethics across Bangladesh, and collaborated in a joint bioethics intensive training workshops at least once a year where many students could graduate.

R. Make Meaning LLC and Rent the World (Melbourne, Australia and USA)
Make Meaning LLC is a consulting firm that advances ethical economies, and delivers social entrepreneurship skills and training. The organization has a unique focus on facilitating interactive workshops designed as introductory workshops on social enterprise, and social entrepreneurship. Make Meaning also provides expert facilitation training on collective leadership and implementation of sustainability policy.

Rent the World is an outcome, and project of Make Meaning LLC. Rent the World is an education platform for learning about sustainability issues from a holistic perspective, advancing co-operative discussion through the distinct metaphor of paying ‘rent’ to the World. Rent to the World provides opportunities for businesses and individuals to pay their ‘rent’ by contributing to valuable community projects. The capital that is raised goes to bespoke community projects with social and environmental impact at their heart. It is a Youth Peace Ambassador project, discussed and approved at YPA9, associated with AUSN and open to research proposals in cooperation with the AUSN Institute for Sustainability Science and Knowledge Traditions. Rent to the World is based in New York, with chapters in Arizona (AUSN), and Melbourne, Australia.

S. Maritime Academy of Asia and the Pacific (MAAP), Bataan, the Philippines
AUSN is honored to sign a MOU with the Maritime Academy of Asia and the Pacific (MAAP) (www.maap.edu.ph/). MAAP is anon-stock, non-profit maritime higher educational institution which was established in 1998 by the Associated Marine Officers’ and Seamen’s Union of the Philippines (AMOSUP), composed of influential organizations in the international maritime industry: the Filipino Association of Maritime Employers (FAME), the International Transport Workers’ Federation (ITF), the All Japan Seamen’s Union, the Norwegian Seafarers’ Union (NSU), the International Maritime Employers Committee Limited (IMEC), the Danish Shipowners Association, the Norwegian Shipowners Association (NSA), Japanese Shipowners Association
(JSA) and the International Mariners Management Association of Japan (IMMAJ). AMOSUP founded by Capt Gregorio S Oca (deceased) is currently led by Dr Conrad Oca, MD. MAAP campus opened its doors to its first batch of students in 1999 with Vadm Eduardo Ma R Santos, AFP (Ret), former Flag-Officer of the Philippine Navy as its pioneer President (1999 to date) and Dr Angelica M. Baylon, former pioneer Executive Dean and Director for Research and extension Services and currently External Relations Director.

MAAP is an internationally accredited (DNV and PSB) maritime school with 40 global shipping sponsors. MAAP encourages deserving Filipino students to avail the 4-year scholarship for a rewarding career in the seafaring profession (Deck-BS Marine Transportation and Engine –BS Marine Engineering). Scholarship opportunity at MAAP is made available to all students (age 17-21) nationwide, regardless of their respective status in life as long as they are interested and had passed the series of competitive entrance examination stages. Short training courses are also offered for the international workforce (seafarers) by MAAP Training Center. Out of 95 CHED accredited maritime schools in the Philippines, MAAP is accredited as a specialized professional institution by the Philippine Commission on Higher Education (CHED) as the only maritime school allowed to offer a vertically articulated graduate course on MS in Marine Transportation and MS in Marine Engineering. MAAP and AUSN will cooperate in activities in a range of areas, and there has been ongoing collaboration. Jointly they held YPA13 in November 2016.
T. Pasig City University, Pasig City, the Philippines

AUSN is honored to sign a MOU with Pasig City University (Pamantasan ng Lungsod ng Pasig (PLP)). PLP President (Dr. Amihan April Alcazar) signed a MOU with AUSN (represented by AUSN Provost Dr. Darryl Macer) as both share similar aspirations of global service and training, and leading a new generation of thought leaders who have the practical skills to transform society. They also both offer medical and business courses. PLP as one of the institutional members of PAEPI will host the 4th PAEPI Biennial Convention on December 2-4, 2014 at its campus in Pasig City. Part of the agenda would be reporting of various PAEPI partnerships which includes AUSN and to generate suggestions from the PAEPI memberships on how PAEPI could assist and further enhance the relationship and academic scholarship relationship with AUSN. Pasig University is supported by Pasig city, Metro Manila, the Philippines, and has recently completed the building of its own hospital.

U. Philippine Association of Extension Program Implementers (PAEPI)

AUSN is honored to sign a MOU with the Philippine Association of Extension Program Implementers Inc (PAEPI) (www.maap.edu.ph/paepi2010conference/index.html). PAEPI is a recognized professional association, established in 1989 and officially registered in 2009 with PAEPI SEC 2009-10059 when Dr Angelica M. Baylon was elected PAEPI President. It has nationwide membership consists of responsible officials and extension implementers in varied CHED, HEIs, NGOs, GOs, LGAs and LGUs. PAEPI is engaged in the professional, academic and scholarly activities and projects for the enhancement of competencies of its members for the community (including marginalized sector, the indigenous peoples and ethnic tribes as beneficiaries) that they serve. PAEPI membership consists of individual (more than 2000), institutional (86) and chapter members nationwide. PAEPI has been recognized by its partners namely: Commission On Human Rights (CHR), Philippine Navy (PN), Volunteer Service Organization (VSO Bahaginan), the Commission on Higher Education (CHED), UNESCO, STIE Perbanas to name a few. PAEPI takes care of its members and extension workers in the country through the PAEPI policy advocacy “Magna Carta for Extension Workers “with its 2nd reading at the Congress in 2011.
PAEPI includes research–based extension programs of varied disciplines including but not limited to medical, health, social sciences, values, peace, security and bioethics that are beneficial to the community for empowerment and youth improvement in various different ethnic communities and indigenous people to alleviate ethical challenges of the world thru community participatory–based approach and dissemination of results. PAEPI was instrumental in establishing 26 Center for Human Rights Education in the Philippines.

V. Ritsumeikan Asia-Pacific University (APU), Beppu, Japan

AUSN is honored to collaborate with Ritsumeikan APU, and this started with the cohosting of the Fifteenth Asian Bioethics Conference in November 2014, APU was established in April 2000 under the principals of “freedom, peace, and humanity”, “international mutual understanding” and “the future shape of the Asia Pacific region” thanks to the cooperation of Oita Prefecture, Beppu City, and many more supporters in Japan and around the world. APU is currently home to over 5,700 students from approximately 80 different countries and regions. Half the students are international, and they welcome students and researchers from AUSN.

We live in a world undergoing rapid change on a daily basis. While it is predicted that the global population, lead by Asia, will increase by a further 2 billion by the year 2050, there appears to be no end to Japan’s trend towards a declining population. Many economies throughout Asia are experiencing rapid growth and forging ahead with globalization. It is inevitable too that the Japanese society and business also push ahead with globalization. It is precisely for this reason that the Japanese business sector demands ambitious and globally-minded graduates with the ability to stand their ground in tough negotiations in a multicultural and multilingual environment. The question is now being raised as to whether Japanese universities can meet this demand and produce this kind of globally-minded graduate. Prof. Nader Ghotbi has been collaborating with Darryl Macer for a decade on bioethics education.
W. Youth’s UNESCO Club (Kathmandu, Nepal)

AUSN is very pleased to collaborate with Youth’s UNESCO Club is an NGO based in Nepal. This club was established in August 2012 and formally registered according to Law of Government of Nepal in October 2012. It is a Youth based NGO founded to educate and empower Nepalese Society in Peace and Disaster Management. It has closely collaborated with Eubios Ethics Institute in Youth Peace Ambassador (YPA) training programs, the YPA Olympic Truce Campaign, and the Youth Looking Beyond Disaster (LBD) programs, and hosted YPA7 (January 2014) and LBD7 (October 2015), jointly held with AUSN. AUSN and Youth’s UNESCO Club continue to cooperate with many Intensive Trining Workshops on Youth Development, Disaster Mitigation, Peace and Bioethics.

During its short period of time this club gave birth to several hidden talents of youth. Having nine Board Members there are now 400 volunteers in Nepal, and its network is now spread in 20 Countries in Asia and 5 countries outside Asia. Members voluntarily work in Disaster Risk Reduction Education for school children, Educating college level youth regarding Olympics and World Peace, and Bioethics and Public Health. The picture was taken at the time of the collaborative YPA7 workshop between Rimesh Khanal (Youth’s UNESCO club), Ananya Triptipthumrongchok (Eubios Ethics Institute) and Darryl Macer (AUSN).

X. Amazon State University of Equador, Puyo, Equador

AUSN is honored to sign a MOU with Amazon State University of Equador. The Amazon is home to so many people and has great biodiversity as well as rich traditions. The Amazon State University, was created to meet the challenges of the 21st Century, and as noted by the State Constitution is dedicated to scientific research, professional and technical training, the creation and development of national culture and its dissemination in the popular sectors, as well as studying and proposing solutions to the problems of the country that allow you to create a new society with greater justice and freedom. The National Congress, considering that it is the duty of the Ecuadorian State to promote higher education, especially in marginalized regions of the processes of economic and social development created the "Amazon State University", UEA, through Republic Act No. 2002-85 published in Official Gazette No. 686 of October 18, 2002. The Centre for Postgraduate Investigation, Conservation of Amazonica, has a Mission in valuing and conserving Amazonian biodiversity, strategies how to promote quality academic training,
scientific research and links with the community, aimed at efficient management of agricultural, forestry and biodiversity to address the socio-cultural needs, economic and environmental impacts of the Ecuadorian Amazon region that contribute to sustainable development of Ecuador.

Y. Instituto de Investigaciones en Bioética (IIB) Monterrey, México

AUSN is honored to sign a MOU with the Institute for Investigation in Bioethics (Instituto de Investigaciones en Bioética (IIB)). The IIB Institute for research in bioethics has the mission to meet the training demands in bioethics studies at the graduate level and increase responsible research within different areas of science, in the context of bioethical principles and values, putting the same to the benefit of humanity and the environment. IIB promotes the development of bioethics within the community applying science in the context of the diversity of opinions and cultures within a democratic framework, in the identification of priority needs for survival and social peace, developing tools for inclusion and citizen participation. The studies offered by the Institute are recognized by the Ministry of Education by means of agreement AD-V 007/2009, key institutional 19msu0155p, PGD (General direction of professions) key 190195. AM-V 075/2010, key DGP 121583, AE-V 076/2010, DGP 121709 key; the Entity responsible for establishing policies and standards for the development of quality educational services of postgraduate studies in Mexico.

Research in IIB integrates doctorate, master, specialty programs for graduate education, community projects and the formation of the network of research in bioethics. The educational policy of the Institute is to provide tools to achieve successful changes that are expressed in the socio-economic well being of people, respect for different ways of life, the dignity of the persons and the environment, and cultural context at national and international levels. IIB channels their efforts towards cutting edge bioethics education, introducing new research and technologies with scope of quality and effectiveness, as well as contribute to the culture of multidisciplinary work, solidarity-based coexistence and service to the community. IIB and AUSN will cooperate on double degree programs in Bioethics at Masters and PhD levels. IIB Director (Dr. Martha Marcela Rodriguez Alanis) with AUSN President, Dr Darryl Macer), who have held five joint AUSN-IIB Bioethics Conferences.
Z. University of Las Palmas de Gran Canaria

AUSN is honored to have signed a MOU with the University of Las Palmas de Gran Canaria (ULPGC, Spanish Universidad de Las Palmas de Gran Canaria) which is located in the Canary Islands, Spain. The fields offered are heavily focused towards technical and engineering studies (Civil Engineering, Architecture, Software Engineering) but also include health-related grades (Medicine, Nursery or Veterinary medicine) and Humanities (History, Law, Social Sciences). AUSN is initially collaborating in bioethics, law, genomics and medicine, but can collaborate across all areas.

AA. American University of Bangladesh

AUSN is honored to have signed a MOU with the American University of Bangladesh, which should assist the cooperation between their respective MPH programs, and develop further degree options across all disciplines and levels of study.

BB. Bicol University, Legapzi, the Philippines

AUSN is honored to sign a MOU with Bicol University, a leading public university in the Philippines, in the shadow of a beautiful volcano, Mt Mayon.

Together a number of cooperative activities for development of bioethics education are being conducted in rural Philippines with AUSN. Among the cooperative activities was the Joint AUSN-Bicol University Conference on Global Alternative Technologies in Education (GATE C), 26-28 October 2016.

Bicol University is a regional state and research university. As a comprehensive university, it caters to the needs of the society in the following fields of Technology,
American University of Sovereign Nations  Academic Catalog 2020  http://www.ausn.info

Engineering, Architecture and Sciences; Arts and Letters, Culture, Recreation and Sports; Agriculture, Forestry and Fisheries; Business and Entrepreneurship; Health and Medicine; Social Sciences; and Education.

CC. Virgen Migarosa University Foundation, San Carlos City, Pangasinan, the Philippines

AUSN is honored to sign a MOU with Virgen Migarosa University Foundation in Pangasinan province. Among the cooperative activities is the development of faculty.

Virgen Milagrosa University Foundation is a privately-supported co-educational institution offering courses in the medical and paramedical fields, in liberal and applied arts, sciences, and technical-vocational courses, secondary, elementary and pre-school courses. Since its inception, VMUF has been concerned with educating young men and women in skills, concepts, and values that lead to success in life, while helping them prepare for worthwhile services to God and humanity.
DD. Faculty of Medicine, University of Riau, Indonesia

AUSN is honored to sign a MOU for broad cooperation with the University of Riau on the island of Sumatra, Indonesia. Riau University was established from the desire and shared goals between the community and the local Government of Riau in 1962. The signing between Prof. Dedi Afandi, Dean, Faculty of Medicine, University of Riau, and AUSN President, Darryl Macer, was witnessed by Professors Bag-Ook Jun, Prof. Man-Jae Kim, and Prof. Shamima Lasker.

EE. Catanduanes State University

AUSN is honored to have signed a MOU with Catanduanes State University. The beginning of Catanduanes State University (CSU) dates back to June 18, 1961 when the enactment of Republic Act 3398 called for the establishments of Virac National and Agricultural Trade School (VNATS). Ten years thereafter, Republic Act (RA) 6341 authored by Congressman Jose M. Alberto, converted VNATS into Catanduanes State Colleges (CSC) on June 19, 1971.

CSC started functioning as a tertiary educational institution on December 1, 1971, initially offering courses such as Associate in Business Education, Associate in Commerce, Bachelor of Science in Education, and Master of Arts in Education, and Master of Arts in Commerce. Additional courses were offered on July 8, 1972 by virtue of R.A 6590. On July 22, 1996, the Tenth Congress of the Republic of the Philippines enacted and approved Republic Act No. 8292, which provides for the uniform composition and powers of the governing board, the manner of appointment and term of office of the President of chartered state universities and colleges, and for other purposes.

President Benigno S. Aquino III signed on October 19, 2012 Republic Act No. 10299 converting Catanduanes State Colleges (CSC) (Virac/Main and Panganiban Campus) into Catanduanes State University. On July 14, 2011, Dr. Minerva I. Morales was elected as the sixth President of the CSC. When CSC was converted into a University, she was designated by CHED as Officer In-Charge from December 12, 2012 to March 24, 2013 in consonance with the provision of R.A. 10229. The first Joint AUSN-CSU Intensive Bioethics Forum was held on 6 July 2017, Catanduanes State University, Virac the Philippines.
FF. Komatsu Research & Advisory, London and Tokyo

American University of Sovereign Nations is honored to have signed an Academic Cooperation Agreement with Komatsu Research & Advisory. Komatsu Research & Advisory is based in London, U.K., and Tokyo, Japan, and promotes evidence based research in many fields including human security, environmental, economic and strategic studies. The Principal of Komatsu Research & Advisory is AUSN Professor Keiichiro Komatsu.

www.komatsuresearch.com/

GG. Faculty of Law, Catholic University of Indonesia Atma Jaya, Indonesia

AUSN is honored to have signed a MOU with the Faculty of Law, Catholic University of Indonesia Atma Jaya, Indonesia, and is developing a double degree program.
HH. University of Rwanda

AUSN is honored to have signed an Academic Cooperation Agreement with University of Rwanda. University of Rwanda is the only public university in Rwanda, and recognized as one of the preeminent universities in Africa (ranked in the top ten percent since it was founded in 2007. They have 30,000 students. We collaborate on Indigenous Knowledge Systems and other areas of activity. The MOU was signed between Dr. Richard Cotton, Vice-Chancellor of University of Rwanda and Dr. Darryl Macer, President, AUSN and witnessed by Dr. Nelson Ijumba, Deputy VC of University of Rwanda and Dr. Hassan Kaya, AUSN Board of Trustees, on 26 April 2016.

II. Divine Word College of Legapzi, the Philippines

AUSN is honored to have signed an Academic Cooperation Agreement with Divine Word College of Legapzi.
VI. Academic Information

The below listed rules and policies including Attendance, Honor Code, Examinations, Honor’s, Dean’s List, Master’s Thesis and Public Defense, Master’s Thesis Faculty Advisor, Master’s Thesis Committee, and the Sovereign Nations Scholar Program, apply to all Degree and Certificate programs offered by the AUSN, unless otherwise indicated, and apply to full-time and part-time students.

A. Academic Semesters

The courses for each academic degree and certificate are offered almost every week of the year. The precise course schedule will be provided to AUSN students. The students at different stages in their degree or certificate programs may join each other when taking lectures during their studies in both residential and group skype classes. Because no course is a prerequisite for taking another course, students may be able to begin their studies at any time of the year, after being granted admission. The one exemption is that the course Ph.D. proposal defense needs to be completed before the course Ph.D. thesis and defense.

B. Admission

AUSN seeks to admit students who have a passion for learning and seek to advance themselves, their families and their community. Accordingly, admissions are competitive and merit-based. Particular admission criteria for the specific academic degree programs (Master’s) and educational certificate programs are listed below under each program title.

Application for Admission Deadlines: Admission to the AUSN academic degree and educational (Certificate) programs is on a rolling basis, such that incoming students may be able to be accepted any time. Accordingly, all Applications for admission to any of the academic programs at the AUSN are reviewed upon receipt in accordance with information stated on the AUSN website (http://www.ausn.info). Prospective students can also apply to sit in on classes to observe the school. AUSN has an open door policy to those persons who share our vision of education.

C. Academic Advisory Committee

AUSN has an Academic Advisory Committee. The Academic Advisory Committee evaluates and monitors the progress of students at AUSN. The Academic Advisory Committee reviews petitions and makes recommendations for advancement, probation, or expulsion of students as may be deemed appropriate. All findings of the Academic Advisory Committee are reviewed by the Provost to assure compliance with all policies and procedures of the AUSN and are confidential. Upon the recommendation of the Provost, any action to be taken by the Academic Advisory Committee shall be forwarded to the Dean for final consideration and action.
D. **Satisfactory Academic Progress**

Enrolled full-time and part-time students who have not completed their degree or certificate program within one year of starting such program, shall be advanced in standing as achieving “satisfactory academic progress” for a subsequent year of study for the purpose of completion of their academic degree or educational certificate, according to the following grade level advancement guidelines:

1. **Advancement from First to Second Year**
   - Students must have a cumulative grade point average of at least 2.00
   - Students must be in administrative good standing
   - Students must have no unresolved AUSN Honor Code violations

2. **Advancement from Second to Third Year**
   - Students must have a cumulative grade point average of at least 2.00
   - Students must be in administrative good standing
   - Students must have no unresolved AUSN Honor Code violations

3. **Advancement from Third to Fourth Year**
   - Students must have a cumulative grade point average of at least 2.00
   - Students must be in administrative good standing
   - Students must have no unresolved AUSN Honor Code violations

E. **Attendance**

Every student must attend a lecture on every required topic in the syllabus. For students who for any reason do not attend a lecture on one of the topics in a course need to attend future make-up classes to ensure that they have covered every topic in each course syllabus.

Those taking the combination-hybrid delivery mode may view the topic on the video archive and report that to the course director to request assignment of lecture attendance clock hours, as a prerequisite to taking the final exam.

Under emergency medical circumstances, where a student leaves class early due to an illness or emergency, or a student is absent from a class or period of educational instruction, the student must inform the instructor.

1. **Leave of Absence / Drop Out**
For good cause and upon written request, AUSN may grant an enrolled student who is in good academic and administrative standing, a leave of absence for a period usually not greater than three months. Extraordinary circumstances will be considered as grounds for longer periods. The granting or denial for such a Leave of Absence shall be the discretion of the Degree or Certificate Program Director, and the decision to grant or deny the leave of absence, and reasons thereto, shall be placed in the student’s academic file. The student may appeal the decision of the Degree or Certificate Program Director to the Provost. The
Provost shall review, and consider the request and suggest a final disposition.

Should a full-time student not attend classes for thirty (30) day period of time without leave of absence he/she will be deemed to have dropped-out from the University; re-admission consideration will be given only after re-application and review by the Admissions Committee. A determination of a thirty (30) day period of absence and drop-out may affect the refund of tuition to the student. A full-time student may also apply to be placed as a Part-time student.

(2). Completion Time-Limit

All graduation requirements for full-time and part-time students must be completed within three years in the case of a Certificate program, four years in the case of a Masters degree program, and six years in the case of a Ph.D. program, which are the maximum time limits, including any period of academic suspension. If the student is unable to complete the academic degree or educational certificate within the allotted time, the student may Petition the Degree or Certificate Program Director for additional time. The student may appeal the decision of the Degree or Certificate Program Director to the Provost and Dean. The Dean and Provost shall review, and consider the request and suggest a final disposition.

F. Classification of Students

Students at the AUSN who are enrolled in academic degree or educational certificate programs are classified in the following manner:

(1). Classification by Year

<table>
<thead>
<tr>
<th>First Year Graduate Student</th>
<th>Any student currently enrolled who has attended class between 0-12 months.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year Graduate Student</td>
<td>Any student currently enrolled who has attended class between 13-24 months.</td>
</tr>
<tr>
<td>Third Year Graduate Student</td>
<td>Any student currently enrolled who has attended class between 25-36 months.</td>
</tr>
<tr>
<td>Fourth Year Graduate Student</td>
<td>Any student currently enrolled who has attended class between 37-48 months.</td>
</tr>
</tbody>
</table>

(2). Regular Students

Regular students are students who satisfy the general admission requirements of either the academic degree or educational certificate programs at AUSN.

(3). Special Students
Special students are students who can not satisfy the general admission requirements to the academic degree or educational certificate programs at AUSN but who have a genuine desire and ability to continue their education. Upon personal request by an applicant to be admitted as a Special Student, the Dean of the AUSN will review an applicant’s request for admission. Upon review of such application, the Dean will forward the application to the Provost for a second review. If both the Provost and Dean agree the student should be admitted, the Provost shall forward the student’s application to the Admissions Committee of the AUSN which shall make a final review, consideration and disposition of either a recommendation to admit or deny admission of the applicant.

Critical factors of consideration in determining admission of a special student to any of the academic degree or educational certificate programs of AUSN shall include the following:

(a) Prior successful completion of college courses from a recognized college or university.
(b) Overall prior grade point average;
(c) No prior college credit may have been given for prior experiential learning.
(d) Be of good moral character;
(e) Have completed and submitted an Application for Admission;
(f) Have completed and submitted a Personal Statement;
(g) Results of any national or professional examinations or certifications;
(h) Have completed a mandatory Personal Interview.
(i) Level of maturity.
(j) Apparent ability to undertake graduate study
(k) Consideration of Special Circumstances

(4). **Conditional Acceptance**

The Provost and the Admissions Committee of the AUSN reserve the right to offer admission for graduate study in any of the academic degree or educational certificate programs at AUSN on a conditional basis. Such conditionally accepted students must maintain at least a 2.5 overall grade point average during their first semester of study at AUSN.

(5). **International Students**

International students who either reside or have received their undergraduate collegiate education from institutions of higher education outside the United States are subject to the same academic and admission requirements as applicants from within the United States. Accordingly, foreign or international students may be asked to have their academic records translated and evaluated by an independent agency in cases where the undergraduate university or college is not accredited by the Accreditation agencies recognised by AUSN. This which will be informed to the applicant after their initial inquiries, and we encourage applicants to apply first and follow the advice provided. In the case that no member of the admission committee is fluent in the language of the transcript, a translation will be requested.
(6). **Transfer Students**

AUSN may accept transfer of credits for traditional course work successfully completed at accredited colleges or universities. AUSN accepts graduate school level (Masters or PhD courses) in which you have earned a grade of “B” (4.00=“A”) or better from regionally accredited colleges and universities in the United States. For foreign universities an assessment will be determined by AUSN on a case by case basis. A maximum of 9 semester credit hours may be accepted towards an AUSN Masters degree from an uncompleted degree at another university; and up to 30 semester hours from a completed Masters degree course for the PhD degree (1 semester hour equals 15 actual contact hours). The applicability of a specific credit transfer toward an AUSN degree program depends on the requirements of the degree program in which you are enrolled at AUSN. All transfer students to AUSN are subject to the same general admission requirements and procedures as included within AUSN academic catalog.

Prospective students applying for transfer must send the official transcripts, with relevant information on the course syllabus and lecture topics, and assignments, etc. from the other institution. Any material that can prove the equivalence of the course at the prior institution to the AUSN course should be sent. Courses transferred for a Masters degree at AUSN cannot be used again as transfer courses for the AUSN PhD course. Grades that you earned at other colleges and universities are considered for admission, but your AUSN cumulative grade point average is based solely upon course work taken at AUSN.

AUSN students who wish to transfer internally between different degree programs can apply for internal transfer by discussing with the Provost, Dean and Director of the relevant programs. They may be able to transfer attendance hours for courses that are common to both the current and the proposed new program, in the case such a transfer is approved, without limit in terms of hours completed.

(7). **Auditing Students**

Any student at AUSN who desires to audit a course, without the possibility of receipt of credit, must obtain prior permission by the Faculty Member teaching the course and the Provost. Tuition will not be charged for such auditing.

(8). **Re-Admission of Former Students**

On occasion, and with the recommendation of the Dean or the Provost to the Admissions Committee of AUSN, students who withdraw in good standing from AUSN may be readmitted.

(9). **Part-time / Full-time Students**

<table>
<thead>
<tr>
<th>Part-time Student</th>
<th>Any student who is taking up to 12 credit hours per semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Student</td>
<td>Any student who is taking more than 12 credit hours per semester.</td>
</tr>
</tbody>
</table>
G. Examinations

Course examinations at AUSN, whether in the academic degree or educational certificate program will generally consist of essay examinations. To maintain anonymity, all examinees shall be given an examination number in every course which can replace the examinee’s name on the Examination. Mid-term examinations shall be similarly treated. Each faculty member has academic freedom to determine the nature of the assessment method of the course, which can include presentations, assignments, examinations, or other means if they are approved by the Academic Advisory Committee.

Graded examination papers will only be guaranteed to be available for pick up within thirty (30) days of posting the grades. Final examinations and mid-semester examinations will be held at designated times, using designated methods of delivery and designated locations. All students at AUSN are required to take their examinations at the designated times. If a student fails to appear for a test and does not make special arrangements in advance of the examination, such student shall receive an “F” for that examination and the course.

Students at AUSN who desire to take either the final examination or mid-semester examination of a course at an alternate time, or under special arrangements or accommodations, must, prior to taking the examination (by at least two (2) weeks), demonstrate good cause to the Faculty member teaching the course as to why an alternative time or special arrangement or accommodation should be granted. Should the request not be granted by the Faculty member, the student may appeal in writing to the Dean.

(1). Make-up Examinations

Under extreme circumstances, or cases of serious emergencies and illnesses, and upon approval of both the course Professor and the Dean or Provost, a student may be permitted to re-schedule either a Mid-Semester or Final Examination in a course. A student must file a written request for such accommodation and provide proper documentary evidence of verification of such extreme circumstances, emergency or illnesses. If a make-up examination is granted, or alternative arrangements are granted, a fee may be assessed for each make-up examination that the student is permitted to take.

(2). Proctored Examinations

All examinations for an AUSN course must be taken in-person by the student and monitored by a Proctor or Faculty Member. Students may submit names of individuals who may serve as Proctors for such purposes. Names of Proctors may be submitted by the student to the Dean or the Provost via email; the Dean or Provost will notify the student if the Proctor has been approved.

Proctor Request Forms will be provided to students in advance. The Proctor may not, in any way, either directly or indirectly, be related to the student. The Examination must be taken by the student in a location approved by the AUSN.
(3). **Re-Reading of Examinations**

AUSN policy on Re-Reading examinations is binding on both the student and the AUSN Faculty member, and is as follows:

(a) Only Final Examinations are subject to Re-Reading
(b) All requests for Re-Reads shall be submitted to the Dean’s Office accompanied by a Re-Read Request Form.
(c) The student must indicate in the Re-Read Request Form briefly, yet precisely, explaining why the student feels that the original grade is not appropriate.
(d) The Re-Read Request Form shall be made within thirty-six (36) hours of the receipt of the examination grade in question.
(e) The Faculty member initially grading the examination shall review the examination and complete the appropriate portion of the re-read request form, then return the completed request form, along with the student’s examination to the Dean’s Office.
(f) The Faculty member should make meaningful comments explaining his grading of the examination in question.
(g) After Re-Reading the Final examination, the Faculty member may raise the initial grade of the final examination.
(h) If the student is not satisfied with the Faculty member’s Re-Read evaluation, the student may request that the Dean, Provost, or Director of the academic or educational Program review the matter (examination) in question. Such a request shall be made within thirty-six (36) hours of receiving the evaluation of the re-read by the faculty member.
(i) The student shall set forth in detail why the student is requesting further evaluation by the Dean, Provost, or Director of the academic or educational Program.

The Dean may either allow the grade to stand, or refer the matter to an independent reader for evaluation. The decision of the Dean shall be final, in writing, who shall notify the involved student and Faculty member as to the decision. The student shall not personally consult with the Faculty member for a Re-Read. Failure to comply with this AUSN policy shall result in the denial of a Re-Read.
H. AUSN Honor Code

AUSN believes that all AUSN students, staff, research fellows and faculty should exhibit proper ethical and honorable conduct – at all times. The need to maintain a high level of professional competence and integrity is recognized by virtually all members of the learned professions. Accordingly, all students, staff, research fellows and faculty of the AUSN are expected to maintain the highest order of ethical conduct, honesty and integrity and engage in conduct beyond reproach at all times.

AUSN directs and governs the moral responsibility and ethical conduct which is expected of each and every student at AUSN, and accordingly, each and every student enrolled in any academic or educational program at the AUSN shall be subject to the AUSN Honor Code.

AUSN desires to at all times maintain the highest standards of ethics, conduct, scholarship and leadership, and accordingly, any violation of the AUSN Honor Code are grounds for dismissal from the AUSN or grounds for preclusion of graduation. It is intent of the AUSN that individuals bound by the Honor Code can therefore operate in an atmosphere of mutual confidence, trust, respect, dignity, academic freedom and honesty.

Prohibited Conduct
It shall be a violation of the AUSN Honor Code for any student enrolled in AUSN, to knowingly or recklessly engage in, or attempt to engage in, any of the following prohibited conduct:

1. Engaging in plagiarism as in submitting the work, language, structure, ideas, or thoughts of another as one's own without attribution;

2. Engaging in any cheating (actual giving or receiving of any unauthorized assistance, unauthorized materials or information, or unfair advantage) in the completion of any coursework or in writing or taking an examination;

3. Using another student's or a professor's books, class notes or other study materials without that person's consent.

4. Intentionally depriving another student, temporarily or permanently, of that student's books, class notes or other study materials.

5. Intentionally giving another student false or inaccurate information about class assignments, study materials, notes or other class requirements.

6. Knowingly discussing an examination not yet taken with another student who has taken that examination.

7. Intentionally misrepresenting class attendance or falsifying attendance reports.

8. Knowingly compromising the integrity of an anonymous grading system;
(9) Signing another student's name on an attendance sheet;

(10) Altering, removing or otherwise improperly using library materials, which includes deliberately failing to properly return resource materials so as to prevent access to such materials by other students;

(11) Intentionally obstructing another's access to academic materials;

(12) Submitting the same, or substantially similar, material for credit in more than one course;

(13) Reading, taking possession of, making use of, or otherwise accessing any other student's or Faculty member's confidential academic materials, or personal information, without such person's prior expressed permission;

(14) Violating an local, state, or federal law, or any of the AUSN rules and regulations as published in the Academic Catalog or posted on the Website, whether on or off AUSN premises, or during a University-organized activity;

(15) Using, possessing, distributing, or being under the influence of controlled substances or illegal drugs on AUSN premises, or off-campus during University-organized activities, except as permitted by law;

(16) Intentionally or recklessly interfering with normal AUSN activities on University premises or University-organized activities off campus.

(17) Engaging in physical or emotional abuse of any person, or conduct that threatens or endangers the health, safety or welfare, of any other person at AUSN premises or organized functions of same;

(18) Threatening, harassing, or engaging in abusive communications, by telephone, mail, email, text, or otherwise, directed at any member of the AUSN community, staff, student, Faculty, administration, or of such member's family;

(19) Knowingly making a material misrepresentation, by act or omission, or providing false information, in any document including, but not limited to, financial aid forms, resumes, or in an oral statement, of a student's academic or professional qualifications, conduct, class attendance, class standing, grades, honors, and/or activities;

(20) Failing to provide known information concerning Honor Code violations upon discovering such information;

(21) Conspiring, soliciting, attempting, or agreeing to commit, assist in or facilitate the commission of any violation of this Honor Code;

(22) Knowingly submitting, or misrepresenting, on behalf of the student, or knowingly assisting another student, to submit or misrepresent, course work required in any course or program, which is from anyone other than the registered student for that course or program;
(23). Engaging in any conduct which is offensive to the sense of decency or human dignity, or violates moral turpitude as regarded by any of the learned professions.

(24). Engaging in activities that discriminate persons for any reason that may be perceived by that person as harmful.

I. Grades and Honors

(1). Honors

AUSN award for superior academic achievement shall be reflected on the Master’s degree diploma, and awarded according to the following cumulative GPA:

<table>
<thead>
<tr>
<th>Award</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.5</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.7</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.9</td>
</tr>
</tbody>
</table>

(2). Dean’s List

A student at AUSN who has completed at least one semester of Master degree course study, whose general overall grade point average (GPA) is equal to 3.5 (4.3 scale) or above, will be recognized as being placed on the Dean’s List.

(3). Grade Designations and Grade Points

Class instructors have academic freedom to determine the relative ratio of assignments, tests, final exam, participation, etc., to the total course grade, and this will be explained in writing to all students at the commencement of a course with a copy to the Provost and Dean. Grade designations for all courses in the Master degree program, commensurate with weighting and grade points for all courses taken at AUSN, shall be as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade Assigned</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100+</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>95-99</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>3.9</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.7</td>
</tr>
</tbody>
</table>
A grade of “W” or “Withdrawal” means that a student withdrew from a course on a timely basis, and accordingly no credit or grade points will be granted or denied. Withdrawal on a timely basis means that the student withdrew from a course within fourteen (14) days of the course’s first lecture. Recorded grades will not be changed unless it is determined by the AUSN Administration that there was a clear case of error.

(4). **Extra Credit**

The Faculty of AUSN reserves the right to award extra credit points to students in either of the AUSN academic degree or educational certificate programs who have most actively [and intelligently] participated in classroom discussions; or, extra credit assignments may be made available to an entire course class by a particular Faculty member. Extra credit can raise a grade by one-half grade point; for example, from a “B” to a “B+,” or “A” to “A+”.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Equivalent</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Withdraw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 50</td>
<td>F</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td>D-</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>D+</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td>C-</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td>C+</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>
J. Master’s and Doctoral Thesis

Candidates for Master’s Degrees or the Ph.D. Degree offered by AUSN, shall be required to complete, submit and defend, in public, in addition to the successful completion of their required core curriculum course work, a publishable Thesis. The thesis is an extended piece of writing that reflects original thought or research conducted by the candidate. The Master’s thesis is anticipated to be approximately 20,000 words in length, which must be of publishable quality. The Doctoral thesis is anticipated to be 50,000 words in length, which must be of publishable quality.

The title of the thesis, the outline, supervisors, methods and general information about the proposed thesis should be first approved by the advisor / supervisors and then director of the degree Program involved, and the Provost, before the student writes the thesis. A Thesis Proposal Form is available from the Provost. The student should have the proposal approved by the supervisors of the thesis, who are obliged to provide academic guidance during the writing of the thesis, as well as in the elaboration from first to final draft form that will be presented for the public defense.

Neither the Thesis requirement, nor Public Defense, nor assignment of either a Thesis Faculty Advisor or Thesis Committee, is a requirement of any of the Certificate programs offered by AUSN.


Candidates for any of the Master’s or Doctoral (Ph.D.) Degree” offered by AUSN, shall be required to defend their thesis in public in an open forum. This requirement is in addition to the successful completion of their required course work, and completion of their written publishable Thesis. The open public gathering / forum shall be arranged by Program Director, and may be attended by faculty, students and any interested person.

2. Master’s and Ph.D. Thesis Faculty Advisor / Supervisor

Each AUSN Degree candidate shall have an assigned Faculty Thesis Advisor. The Faculty Thesis Advisor shall be chosen by the candidate with the assent of the Degree Program Director. An early selection of the Faculty Thesis Advisor is strongly advised. This applies also to Ph.D. proposal and thesis preparation (See the later section on the Ph.D. degree).

The Thesis Advisor shall be either a member of the Faculty of the AUSN; or a member of another Faculty from a recognized and accredited national or international college or university; or may be a professional licensed clinician or professional; or other academic scholarly individual, researcher, or professional, as determined by and approved by the Dean of AUSN and/or Provost. There will generally be up to three supervisors assigned on the Thesis Proposal Form, and the candidate should be in regular contact with the Faculty Thesis Advisor.

4 Please refer to the specific Masters degree programs for exceptions where extra course work is accepted for graduation in the MHA, MBA and MPhil degrees.
Advisor(s) as early as possible to assure smooth and regular progress through his/her Thesis and Defense.

The role of the Thesis Advisor shall be to provide aide, assistance and academic scholarly guidance to the candidate in preparation of the Thesis and defense, and to make a final recommendation to the Dean that the candidate be admitted for public defense of his/her Degree Thesis.

(3). Master’s and Doctoral Thesis Committee

In addition to the assignment of a Faculty Thesis Advisor for each candidate of the Degree degree at AUSN, a Degree Thesis Committee shall be organized and assigned to the prospective Degree candidate. The Committee shall be determined and assigned within thirty (30) days of the candidate’s submission of his particular Degree Thesis.

The Degree Thesis Committee shall consist of the Faculty Thesis Advisor assigned to the candidate, in addition to two (2) other Members who shall be selected by the Dean and / or Provost in consultation with the Adviser. In some cases the student will have had ongoing contact with three members of the faculty as their supervisors, including the former Advisor. The Dean shall accept names as suggestions for additional members from the candidate; thus a tribunal of three (3) judges shall be assembled through the cooperative efforts of the Degree Candidate, the Advisor, the Dean, Program Director, and Provost.

After the Degree Candidate has defended his/her Thesis in public, the Committee shall vote on the approval / disapproval of the Thesis. The Committee may vote instantaneously at the conclusion of the Defense or within forty-eight hours (48 hrs) following the conclusion of the Defense. In case of a tie vote, the Dean and/or Provost can break the tie. In case the candidate does not successfully defend his/her Thesis, the candidate shall be required to amend the Thesis as may be appropriate, and when the Thesis is accepted, they will be permitted to graduate with the Degree at the next (subsequent) graduation ceremony.

K. Registration

Students who have been accepted by AUSN should register for classes on a timely basis, either online, via email, or in person on-site. The day upon which registration begins will be provided by Email to the students.

(1). Concurrent Registration
No student who is registered in any of the academic programs at AUSN may be concurrently registered in any other educational or vocational program without the review and written consent of the Dean or Provost. Applicants should declare their current study commitments and intentions during the admission process.

(2). Add/Drop Period
Specific dates to add or drop a course being offered during a particular semester will be informed to the AUSN students. Unless prior authorization is obtained by the course Professor and the Provost, no student will be able to add or drop any course after two (2) weeks from the starting lecture date for that course.
L. Academic Probation / Disqualification

Full-time students usually complete Certificate programs in one year. The average time to complete the Masters degree is 18 months, but some students have completed it in one year. However, part-time students may take longer. In general, all students enrolled in any of the academic degree or educational certificate programs at AUSN are subject to the following rules concerning academic probation and disqualification:

(1) any student with a grade point average of less than 2.00 for any semester shall be placed on academic probation;
(2) any student who is placed on academic probation (cumulative grade point average of less than 2.00) for two consecutive semesters, shall be required to appear before the Provost and/or the Academic Advisory Committee if they wish to continue to study;
(3) any student who is placed on academic probation for three (3) semesters shall not be permitted to continue to study at AUSN for a period of six (6) months and shall be deemed academically disqualified;
(4) any student who is deemed academically disqualified may petition the Provost for reinstatement to repeat any courses they failed, and/or semester or year from which the student has been disqualified, subsequent to the student’s six (6) months of academic disqualification. The Provost shall review all pertinent data and information, and make a recommendation to the Dean for final consideration and action.

(5) Reversal of Academic Disqualification
If any student at AUSN believes they have good cause to reverse their academic disqualification, they may Petition the Provost for consideration and request to repeat the courses that they failed. Notwithstanding good cause and the reversal of academic disqualification by the Provost, any course in which a student received a failing grade must be repeated. A student may not repeat more than one year for the purposes of reversing a disqualification. If the academic disqualification is reversed by the Provost, the grades which the student receives during the repeated year will be considered the final course grade.
M. Goals and Objectives of Degree and Certificate Programs

The AUSN Program Goals and Objectives are operationalized in case studies, assignments, and class-discussions presented in the core curriculum of each program. They include Instructional, Research, Community Service, and Institutional Goals and Objectives, as follows:

(1). Instructional Goal

The instructional goal of AUSN programs is to offer excellent educational and academic training and develop students to become superior professionals, who are able to integrate and skillfully apply basic knowledge.

Instructional Objectives
(1) We will recruit graduate students with high academic qualifications who are committed to the advancement of the public’s health.
(2) We will recruit a culturally and ethnically diverse student body and endorse and promote diversity of thought, culture, gender and ethnicity.
(3) We will offer high-quality academic and educational programs which have appropriate learning objectives.
(4) We will assure that students have appropriate field research experience in applied public health practice.
(5) We will offer a high-quality educational program with a curriculum that supports the development of core, cross-cutting, creative and critical-thinking competencies as stated for each program and course.
(6) We will assure that students have appropriate training in public health practice or applied public health research through integration and practical application of the learned competencies through a field experience, and or other educational, research and service activities.

(2). Research Goal

The research goal of AUSN programs is to engage in research and evidence-based applications that advance knowledge and community practice.

Research Objectives
(1) We will recruit Faculty interested in pursuing research activities and contributing to the advancement of critical-thinking and analysis.
(2) We will recruit students interested in applied research activities with community involvement.
(3) We will encourage AUSN faculty to participate in research activities that advance public health knowledge and practice.
(4) We will require AUSN students to participate in research activities that advance public health knowledge and practice.
(5) We will inform students of research possibilities available through community involvement and with public health and medical organizations.
(6) We will encourage and support AUSN faculty and student collaboration with public health practitioners in clinical and research activities that advance public health knowledge and practice.

(3). **Community Service Goal**

The community service goal of AUSN programs is to improve local and global (glocal) public health through collaborative community service.

**Community Service Objectives**

1. We will collaborate with community-based organizations and public health organizations to create healthy communities.

2. We will maintain leadership and service to the profession and to AUSN.

3. We will encourage AUSN faculty to participate in collaborative community service activities.

4. We will encourage and require students to participate in collaborative community service activities.

5. We will encourage and require faculty and students to work together in collaborative community service activities.

(4). **Institutional Goal**

AUSN shall create an environment that supports excellence in instruction, research and service.

**Institutional Objectives**

1. We will encourage open and honest communication at all levels of the AUSN community.

2. We will develop the leadership and management skills of both the faculty and staff.

3. We will develop an infrastructure to support state-of-the-art teaching, research, and service.

4. We will foster an environment that promotes creativity, collaboration, and interdisciplinary creative critical-thinking.
AUSN Scholarships and Sovereign Nations Scholars

AUSN shall offer, based on merit and need, partial and full-scholarship assistance to qualified individuals, who desire to attend any academic programs of AUSN. These awards shall be generally known as the “Sovereign Nations Scholars” Program and upon award of one of the Scholarships, the student shall be recognized as a Sovereign Nations Scholar.

The Sovereign Nations Scholar Program provides AUSN students an additional opportunity to finance their education. Sovereign Nations Scholars are those individuals either applying as first year entering student, or those continuing their study at AUSN, who have applied for and been selected for a scholarship grant to finance in whole or in part their education. The factors to be considered when granting a student the esteemed designation of Sovereign Nations Scholar, include but are not limited to the following: the student’s educational financial need, academic merit, maturity level, ability and potential for success in the academic and educational programs at AUSN, extraordinary prior and current academic achievement, extraordinary community and extra-curricular experiences and service, etc.

Sovereign Nations Scholars are primarily selected based upon evidence of their exemplary commitment to family, community and society, as well as to those individuals exemplifying the promotion of human respect, human dignity, a quest for knowledge and the pursuit of truth. These Scholarships are renewable on a yearly basis, whereby the granting of such Scholarships shall be based upon continued academic achievement and excellence at AUSN. In order to renew their scholarship, a student must maintain a superior grade point average while studying at AUSN.

Scholarships are a privilege, and in case that students who are awarded a scholarship cease trying to complete their studies, please consider it the duty of the student to reimburse AUSN for the completed hours of tuition so that this privilege can be shared to someone else. We expect all students to complete their degree, and provide flexible programmes tailored for each learner.

Numerous AUSN Scholarships are available to assist students complete our academic degree and educational certificate programs. These Scholarships are applicable to all students in need and are administered on a racially non-discriminatory basis, subject to inclusion criteria. The Scholarships currently available include the following:

1. **AUSN Scholarship for Excellence**

These scholarships are awarded to deserving outstanding students and are merit-based, need-based, partial and full-tuition scholarships for one year of study. These scholarships were created to distinguish and reward students of exceptional maturity, ability and potential for success based on their academic achievement. Additionally, applicants must show significant community and extracurricular experiences, superior academic achievement and / or noteworthy performance in prior academic course work. This scholarship is renewable on a yearly basis based on merit, need, continued academic scholarship and excellence in service.
to community and to AUSN. These Scholarships are administered on a racially nondiscriminatory basis.

(2). **AUSN Scholarships for Native Americans and Indigenous Peoples**

These scholarships are awarded to deserving outstanding Indigenous Peoples; they are merit-based, need based, partial and full-tuition scholarships for one year of study. These scholarships were created to distinguish and reward applicants of exceptional maturity, ability and potential for success based on their academic achievement. Additionally, applicants must show significant community and extracurricular experiences, superior academic achievement and / or noteworthy performance in prior academic course work. These scholarships are renewable on a yearly basis based on merit, need, continued academic scholarship and excellence in service to community and to AUSN. Candidates need to show their inclusion under the categories. There are currently three categories:

(a) A member of a Native American tribe

(b) A member of an Alaskan Indian tribe

(c) A member of an Indigenous Peoples group of international origin

These Scholarships are administered on a non-discriminatory basis, and the inclusion of a person within the above categories shall be based on submitted evidence by the candidates. The Dean and Provost will consult on criteria of inclusion, including the percentage of blood linkage to the tribe(s), and their decision will not be subject to appeal.

(3). **AUSN Scholarships for Healthcare Professionals**

This scholarship is awarded to worthy candidates who are employed as a healthcare professionals (e.g., Healthcare CEO, Healthcare Administrators and Managers; RN’s, MD’s, PA’s, RD’s, Nurse Practitioners; Public Health workers and professionals; etc.). The purpose of these scholarships is to reward the unselfish dedication and commitment of such professionals to improving the condition of others. The candidates for these scholarship must exemplify the fostering of traditional services to the public and an energetic, thoughtful approach to their designated profession. AUSN with accompanying documentation from their employer (and State licensing agency, as applicable) as to their occupation and professional good standing. These Scholarships are administered on a racially nondiscriminatory basis.

There are currently two categories:

(a) Any Healthcare Professional

(b) Healthcare Professionals Working at Native American Tribal Healthcare Facilities

These Scholarships are administered on a non-discriminatory basis, and the inclusion of a person within the above categories shall be based on submitted evidence by the candidates.
The Dean and Provost will consult on criteria of inclusion, and their decision will not be subject to appeal.

(4). **AUSN Scholarship for Single Parents**

This scholarship is awarded to single parents who seek to improve their lives and the lives of their families through the pursuit of AUSN academic degree or educational certificate programs. It is intended to facilitate the struggle that single parents often have in raising their family and providing continued growth and positive improvement in their lives and the lives of their children. These Scholarships are administered on a racially nondiscriminatory basis.

Scholarship awardees should note that a breach of AUSN Honor Code will lead to an automatic review of their scholarship status by AUSN.

o. **Special Awards**

AUSN shall also grant and recognize the following special awards, which shall be similarly declared at times of a class graduation:

(1). **Valedictorian**

The student with the highest grade point average in a graduating class at the AUSN will be designated as the class Valedictorian. The Class Valedictorian shall deliver the Valedictory address at the AUSN graduation.

(2). **Salutatorian**

The student with the second-highest grade point, in his or her graduating class, will be designated as Salutatorian. The Salutatorian shall deliver the Salutatory address at the AUSN.

(3). **Board of Trustees Service Award**

Each year, upon determining a student has provided extraordinary and significant meritorious service to the Native American community, or to the Indigenous Peoples in another part of the world, the Board of Trustees of the AUSN shall offer this Award.

(4). **Board of Governors Service Award**

Each year, upon determining a student has provided extraordinary and significant meritorious service to the community, the Board of Governor’s of the AUSN shall offer this Award.

(5). **Dean’s Award**

Each year, based upon a student’s extraordinary meritorious service and positive involvement with AUSN Faculty, the Administration, and/or Fellow students, a Dean’s Award shall be granted. The student selected shall have been deemed to have best promoted the goals,
principles, academia and scholarship of AUSN.

P. Library and Student Services

AUSN provides electronic copies of necessary reading materials and textbooks to students free of charge. AUSN has a library which includes the foundational texts and treatises related to the courses taught in the academic and educational programs at AUSN, as well as many other academic books that are intended to help broaden the horizons of the students, research fellows and members of AUSN. Additionally, online educational services shall be provided to each student enrolled in an academic or educational program at AUSN.

Students can also use kitchen area at AUSN. There is ample free car parking.

Q. Study Groups

AUSN encourages the use of study groups. Study groups are encouraged to meet wherever they choose to discuss substantive material presented in class, study techniques and methodologies, and to prepare for examinations. Some students also work together to write academic papers for publication, and joint conference presentations. These occur between students across geographical and disciplinary boundaries.

R. Location

AUSN is in the San Carlos Apache nation. AUSN has two postal addresses and the principal one is P.O. Box 1701, Sacaton, Arizona 85147, USA. An alternative is P.O. Box 441, Peridot, Arizona 85542, USA. The physical address since May 2016 is 52235 East Black Jack Road, Miami, Arizona 85539, USA. It is at a location called “Top of the World” which is an Oak and Juniper forest that is part of the traditional Apache spiritual land between Gaan’s Canyon and Oak Flat.
VII. Academic Degrees

AUSN offers the following Master Degree programs:

1. Master in Public Health (MPH);
2. Master in Bioethics and Global Public Health (MBGPH);
3. Master in Healthcare Administration (MHA);
4. Master in Business Administration (MBA);
5. Masters of Science and Technology for Sustainability (MSS)
6. Masters of Science in Sustainability, Peace and Development (MPD)
7. Masters of Arts in Leadership, Wisdom and Resilience (MA)
8. Masters of Philosophy (MPhil.)

AUSN offers a Doctor of Philosophy in Bioethics, Sustainability and Global Public Health (Ph.D.) that will prepare students for roles as professionals and community leaders in a multiethnic community, by sharing cross-cultural perspectives through the diverse international advisory and adjunct faculty. There are two possible specializations:

**Specialization 1: Bioethics and Global Public Health**

**Specialization 2: Sustainability, Peace and Global Development**

All Degree programs are available as combination / hybrid programs, and the first four Masters degree programs are also available as residential programs. Details follow under each program heading.

The degree programs assist in the training of professional researchers who will be leaders who can assist people to combine technical expertise and competence with cultural, ethical and regulatory competence. These degree offerings are of historical importance to be offered on Native American Sovereign Tribal land, but they uniquely offer educational and academic broader horizons to both young students as well as practicing professionals. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational postgraduate certificate programs. In the future after AUSN achieves AMA-LCME accreditation it is planned to offer the MD degree, and may also offer a JD and other professional degrees.

AUSN has cooperated with the American Academy of Financial Management (AAFM) (which has already accredited AUSN MBA program) a unique business administration and management curriculum for medical students which could be accessed by all medical students throughout the United States. The significance of the AAFM having accredited the AUSN MBA program is that not only is the AAFM a world-wide recognized authority on business education, but the AAFM is accredited by both the organizations which are governmentally approved to accredit all MBA programs throughout the United States: The Association to Advance Collegiate Schools of Business (AACSB) and The Accreditation Council
for Business Schools and Programs (ACBSP). This makes AUSN MBA programs, with the option to graduate with an emphasis in healthcare administration, not only a unique academic offering but also a program with a unique and prestigious association. With the ever changing healthcare environment in the US, the importance of “business education” for physicians is critical – so they can become proper educated leaders of tomorrows’ healthcare. The MBA has sufficient flexibility in elective courses to also offer significant training for professionals in other areas, such as in Sustainability and Development issues. These are also critical issues facing communities both in developed and developing countries, and many indigenous communities.

The Degree programs which AUSN will offer are discussed in detail individually below after consideration of the Common Objectives and Administrative Policies for Degree Programs.

Should I take a Masters degree or a Certificate?

AUSN is committed to educating students that will be global citizens with ethical integrity able to guide policy that will lessen the gaps that exist between the health and life outcomes of the populations of the privileged and those who are not. Global responsibilities for promotion of a good life for all (not only humankind) are necessary for our sustainable future. What degree is right for you? A Ph.D., Masters or Postgraduate Certificate?

<table>
<thead>
<tr>
<th>Pros and Cons</th>
<th>Master’s degree</th>
<th>Postgraduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pros and Cons</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of contact hours</td>
<td>480</td>
<td>150</td>
</tr>
<tr>
<td>Credit hours</td>
<td>32 Minimum</td>
<td>10</td>
</tr>
<tr>
<td>Flexibility of Course Choices</td>
<td>Electives available</td>
<td>Fixed</td>
</tr>
<tr>
<td>Cost</td>
<td>USD 15,350</td>
<td>USD 2,350</td>
</tr>
<tr>
<td>Tuition assistance available</td>
<td>can apply</td>
<td>can apply</td>
</tr>
<tr>
<td>Value placed by employers</td>
<td>Higher</td>
<td></td>
</tr>
<tr>
<td>Requirement</td>
<td>Bachelor’s degree or equivalent</td>
<td>Bachelor’s degree or equivalent</td>
</tr>
<tr>
<td>Full-time or Part-time</td>
<td>Either</td>
<td>Either</td>
</tr>
<tr>
<td>Professors</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>Research mentoring</td>
<td>Yes, especially for the Masters thesis (required for MPH and MBGPH)</td>
<td>Seldom</td>
</tr>
<tr>
<td>Right for refund if early termination</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Career advice</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
A. **Common Administrative Policies for All Degree Programs**

(1). **Admissions**

Admission to the Master’s and Ph.D. Degree programs at the American University of Sovereign Nations (AUSN) is a competitive process which gives students from anywhere in the world an opportunity to further advance their life, career, influence the progress of society and our world.

Students are admitted to the program upon proof of a Baccalaureate, Masters, or other professional degree (e.g., MD, JD, MBA, PhD, etc.). The AUSN Admissions Committee is responsible for the final decision as to the admission of any applicant to the programs. Extensive professional experience may provide an exceptional entrance to the programs. The Admission Committee is usually made up of the Dean of the Graduate School, the Provost, and selected Faculty Members.

Criteria for admission to the AUSN degree programs shall include the following:

1. Prior successful completion of a Baccalaureate degree from an accredited and recognized college or university or, prior successful completion of an Associate's college degree with an Active professional license (e.g., RN, JD, MD, MBA, etc.); (to enter the Master's degree program); or a prior Master's degree or other professional degree (e.g., MD, JD) from an accredited and recognized college or university (to enter the Ph.D. degree program); or exceptionally the equivalent professional knowledge.

2. The applicant must have maintained an overall grade point average (GPA) of at least 3.0; or equivalent, from all prior academic course work.

3. Have submitted a completed Application for Admission.

4. Have submitted a Personal Statement.

5. Have completed a Personal Interview (either in person, or via Skype, or through an AUSN representative).

6. Demonstrate the requisite maturity which would indicate the applicant would be successful in graduate study.

7. Apparent ability to study the subject at a graduate school level.

8. Have provided the contact details of two (2) references (Preferably from prior instructors or Professors); not from family members. The applicant can also provide the names of References and contact information, with permission that the AUSN admission officials can contact them.

9. Have submitted official copies of School Transcripts from the applicant’s prior college or university studies (in a language that the admission committee can understand).

10. Have submitted copies of professional licenses, if any.

11. Consideration of Special Circumstances. The applicant may submit any additional information, documentation, comments, or explanations which he/she believes may be further explanatory and beneficial to the applicants successful candidacy for admission to the Programs.

12. In the case of an application for tuition support and scholarships, also include a covering letter stating this request.
(2). **Application Procedure**

All applicants for admission to AUSN degree programs must submit their Application for Admission to the Admissions Committee with the following information (See Appendix 1 for the form):

1. Completed Application Form
   - Must contain an active email address
   - Must contain a Photo of the Applicant
   - Must contain a completed Personal Statement

2. Copies of official transcripts from all colleges and universities previously attended

3. Letters of Recommendation (or Names ofReferences that may be contacted)

4. A $50.00 non-refundable application fee

Applications may be submitted either online or via regular mail; online submission or submission as a pdf email attachment is preferred.

(3). **Instructional Methodology - Residential or Combination (Hybrid)**

The instructional methodology in four of the AUSN Masters degree programs are available as onsite residential programs (MPH, MBGPH, MHA, MBA), while all five can also be taken as a combination / hybrid program including both residential, skype group, on-line and video teaching.

The combination (hybrid) programs are designed for students who cannot be in a location where the residential program. We ask all enrolled students in the combination (hybrid) Masters program to join at least three 3-day on-site intensive training programs during their studies and we offer these intensive training programs at both AUSN Arizona and at collaborating overseas universities all around the world. For Ph.D. students this number is six on-site trainings. We will provide specific details of the courses for online and onsite to students who apply and are accepted. Onsite intensive trainings are also regular arranged at AUSN, Arizona, USA. When a six day training program is offered, it is possible for students to satisfy the requirement for two workshops at the same occasion. The attendance at the training will be counted for specific courses depending on the clock hours and topics covered. Combination (hybrid) students who attend conferences at AUSN will join residential students in classes physically, and residential students in one country may sometimes travel abroad to intensive workshops in another country.

(4). **Clinical Training / Externships**
None required; none offered.

(5). **Equipment / Technology Requirements of Students**

Students are required to own their own laptop or desktop computer which contains Microsoft Word / Power Point / Excel (or an equivalent software program). Combination / hybrid students are required to have Internet access in order to join group skype and video conferencing of classes.

(6). **Graduation Requirements**

AUSN requirements for graduation for the award of the Master's degree include the following:

1. Completion of all required courses of the course curriculum.
2. Received a Grade Point Average of 3.0 or better (4.0 scale) for the curriculum.
3. Completion of a Masters’ Thesis of 20,000 words which is of publishable quality (which may be substituted by course work and two written assignments for MHA and MBA students who opt not to write a thesis; and/or by further courses if the student can transfer to the M.Phil.).
4. Have no Honor Code violations.
5. Have complied with all AUSN rules and regulations, and be current in any fees or tuition of AUSN.

AUSN requirements for graduation for the Ph.D. degree include the following:

1. Completion of all required courses of the curriculum.
2. Received a Grade Point Average of 3.0 or better (4.0 scale) for the curriculum.
4. Have no Honor Code violations.
5. Have complied with all AUSN rules and regulations, and be current in any fees or tuition of AUSN.
7. Successfully defend the Ph.D. Thesis in a public forum.

(8). **Skills / Job to be Learned**

The AUSN degrees are non-clinical post-graduate academic degrees which do not require manual skill sets to be learned nor vocational jobs to be performed.

(9). **Licensing Requirements / Requirements to Practice**

There are no state nor federal licensing requirements to work for graduates of the degree programs offered by AUSN as of the date of the Catalog. The degrees are non-clinical post-graduate academic degrees which are not the subject of either state or federal professional licensure.
B. Master of Public Health (MPH)

(1). **AUSN MPH Program Mission**

The Mission of AUSN MPH Program is to advance the public health of all peoples and populations, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the health status and quality of life of all global communities.

(2). **AUSN MPH Program Vision**

The Vision of AUSN MPH Program is to be the Master of Public Health degree program of choice for those individuals who are committed to community, global leadership, and are dedicated to preventing disease, promoting health, and protecting the well-being of the public of all nations and all peoples. The instructional goal of AUSN MPH program is to offer excellent educational and academic training and develop students to become superior professionals, who are able to integrate and skillfully apply basic public health knowledge in performing the “ten essential public health services” (as originally created by the U.S. Centers for Disease Control and Prevention, Core Public Health Functions Steering Committee and the U.S. Public Health).

(3). **AUSN MPH Program Values**

Because public health is complex, inherently multi-disciplinary, and concerns the practice of preventing and managing disease, promoting good health within groups of people, and advancing healthcare access and health care for all peoples, the values that guide the AUSN MPH Program include the following:

- to increase the awareness of public health as a public good and fundamental right;
- to promote diversity in culture and political thought;
- to treat all people with respect and to promote intercultural understanding;
- to promote academic excellence and the pursuit of truth;
- to promote human rights, fundamental freedoms, peace, and the sense of human dignity and human respect of all peoples;
- to promote and protect the human rights of all human research subjects of experimentation;
- to promote the covenants and tenants of the World Health Organization (WHO), especially inclusive of:
  “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”
  “The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.”
  “The health of all peoples is fundamental to the attainment of peace and security and is dependent upon the fullest co-operation of individuals and States.”
“Unequal development in different countries in the promotion of health and control of disease, especially communicable disease, is a common danger.”

(4). **Program Description**

AUSN MPH Program is an academic master’s degree program intended to provide academically qualified individuals who are dedicated to enhancing the health status and quality of life all global communities, the basic competent knowledge and creative and critical-thinking ability to improve the public’s health. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs.

(5). **Statement of Purpose**

The purpose of AUSN MPH program of study is two-fold. First, upon successful completion of the AUSN MPH Program and master of its required competencies, graduate students will be prepared to work in the field of public health and influence and improve community health outcomes by working for public health agencies, non-governmental organizations, hospitals, medical centers, clinics, nursing homes or rehabilitation centers. Second, the AUSN MPH program is offered to both fresh graduates as well as existing professionals (e.g., RN, MD, JD, Hospital Administrators, Healthcare CEO’s, etc.) who will benefit from the added knowledge and expertise with respect to public health, the health management of populations, and the health management of hospitals, medical centers, surgery centers, clinics, nursing homes, etc.; in those circumstances the MPH will enhance their career goals and aspirations.

(6). **Length in Time / Units – Clock Hours**

The subjects of AUSN MPH program can be completed by either full-time or part-time study, and accordingly can be completed within one to two years of study. The MPH Curriculum (see below) requires thirty-two (32) semester credit hours; accordingly, there will be 480 clock hours of instruction.
(7). **MPH Curriculum and Subjects**

The MPH curriculum includes the following courses:

**Compulsory Courses**
- Epidemiology, Biostatistics and Public Health (3 Credit Hours)
- Essentials of Community Health (3 Credit Hours)
- Essentials of Environmental Health (3 Credit Hours)
- Essentials of Public Health (3 Credit Hours)
- Healthcare Management (3 Credit Hours)
- MPH Thesis and Public Defense (6 Credit Hours)
- Public Health Law, Ethics and Policy Analysis (3 Credit Hours)
- Public Health Preparedness and Bio-terrorism (2 Credit Hours)

* (Total 26 credit hours compulsory)

**Choose minimum of 6 credit hours from these:**
- Applied Public Health Research Seminar (2 Credit Hours)
- Applied Bioethics Research Seminar (2 Credit Hours)
- Bioethics and Values Education (3 credit hours)
- Developmental and Educational Psychology (3 Credit Hours)
- Global Public Health and Peace (2 Credit Hours)
- Essentials of Health Behavior (3 Credit Hours)
- Healthcare Finance and Economics (2 Credit Hours)
- Indigenous Knowledge Systems in Public Health Care (3 Credit Hours)
- Indigenous Traditions and Bioethics (3 Credit Hours)

The AUSN MPH Program is organized around six (6) core disciplines of public health: Public Health Ethics, Health Policy and Management, Social and Behavioral Sciences, Environmental Health Science, Biostatistics, and Epidemiology. Knowledge and skills in these disciplines equip the graduate to analyze and consider solutions to public health problems at the community, institutional, and societal levels.

The MPH program consists of various required core courses and has a discipline-specific competency emphasis on Healthcare Management, and is thus consistent with the interdisciplinary/cross-cutting competencies Association of Schools of Public Health (ASPH) model. The detailed description of the courses is at the end of the Catalog.
(8). **AUSN MPH Required Core Competencies**

Upon graduation, all AUSN MPH students will have the following core competencies as related to the various public health disciplines specified in the Associations of Schools of Public Health, Education Committee Report, Master’s Degree in Public Health Core Competency Development Project, and as included below. AUSN MPH graduates shall have sufficiently mastered the public health core competencies such that they will be able to:

(a). **Public Health Ethics**

1. Describe the legal and ethical bases for public health and health services.
2. Apply basic principles of ethical analysis to issues of public health practice and policy.
3. Describe the roles of history, power, privilege and structural inequality in producing health disparities.
4. Identify the ethical, social and legal issues implied by public health biology/sciences.
5. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
6. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.

(b). **Health Policy and Management**

1. Describe the legal and ethical bases for public health and health services.
2. Discuss the policy process for improving the health status of populations.
3. Apply principles of strategic planning and marketing to public health.
4. Apply quality and performance improvement concepts to address organizational performance issues.
5. Apply "systems thinking" for resolving organizational problems.
6. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
7. Explain methods of ensuring community health safety and preparedness.

(c). **Social and Behavioral Sciences**

1. Identify the role of social and community factors in both the onset and solution of public health problems.
2. Examine racial and ethnic disparities within the context of historic and contemporary social and economic climates.
3. Recognize the causes of social and behavioral factors that affect health of individuals and populations.
4. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
5. Understand the causes of disparities in disease risk, access and utilization of preventive and health care services and health outcomes.
6. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
7. Describe steps and procedures for the planning of social and behavioral interventions and policies.
8. Identify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
(9) Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.

(10) Apply evidence-based approaches in the development and evaluation of social and behavioral science assessments and interventions.

(11) Explain the role of biology in the ecological model of population-based health.

(12) Explain how genetics and genomics affect disease processes and public health policy and practice.

d). **Environmental Health Science**

1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.

2. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

3. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.

4. Specify current environmental risk assessment methods.

5. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.

6. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.

e). **Epidemiology**

1. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.

2. Identify key sources of epidemiologic data, and comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.

3. Identify the principles and limitations of public health screening programs, including the evaluation of validity and reliability of screening tests.

4. Describe epidemiologic study designs and assess their strengths and limitations.

5. Describe a public health problem in terms of person, time and place.

6. Apply the basic terminology and definitions of epidemiology.

7. Calculate basic epidemiology measures, including risk, rate, incidence, and prevalence.

8. Draw appropriate inferences from epidemiologic data.

9. Communicate epidemiologic information to lay and professional audiences.

f). **Biostatistics**
Describe the role biostatistics serves in the discipline of public health. Identify vital statistics and other key data sources, and apply descriptive techniques commonly used to summarize public health data. Describe basic concepts of probability, random variation and commonly used statistical probability distributions. Apply common statistical methods for inference, and specify methodological alternatives to commonly used statistical methods when assumptions are not met. Understand analysis of basic study designs and apply descriptive and inferential methodologies accordingly to answer a particular research question. Interpret results of statistical analyses found in public health studies.

Peace
Understand the main structural and psycho-cultural theories about the cause of conflict and methods to overcome this. Be aware of the options for intervention, and the theories behind different conflict resolution approaches. Understand the linkages between public health and peace.

Ten Essential Services of Public Health
In order to promote and provide a working definition of public health, and a guiding framework for the responsibilities of public health specialists and systems, AUSN MPH Program supports and provides educational instruction in the “Ten Essential Services of Public Health,” (as originally created by the U.S. Centers for Disease Control and Prevention, Core Public Health Functions Steering Committee and the U.S. Public Health), which include the following responsibilities to:

(1) Monitor health status to identify and solve community health problems.
(2) Diagnose and investigate health problems and health hazards in the community.
(3) Inform, educate, and empower people about health issues.
(4) Mobilize community partnerships and action to identify and solve health problems.
(5) Develop policies and plans that support individual and community health goals and efforts.
(6) Enforce laws and regulations that protect health and ensure safety.
(7) Link people to needed personal health services and assure the provision of health care when otherwise unavailable.
(8) Assure a skilled and competent public health care workforce.
(9) Evaluate effectiveness, accessibility, and quality of personal and population-based health services.
(10) Research for new insights and apply innovative solutions to health problems.
c. Master of Bioethics and Global Public Health (MBGPH)

The most popular program is the Masters in Bioethics and Global Public Health (MBGPH) – a world leader

The most popular degree program at AUSN is the MBGPH because many faculty are global leaders in this field. The MBGPH course prepares students for roles as health professionals and community leaders in a multiethnic community, by sharing a cross-cultural perspective of bioethics through the diverse international advisory and adjunct faculty. The program draws upon the wide international experience of the resident and visiting faculty, as well as their multidisciplinary qualifications, to offer a cross-cultural program that has rapidly become the largest bioethics graduate degree program to be offered globally. The program assists in the training of leaders who can assist people to rediscover their indigenous values and apply these to contemporary moral dilemmas of medicine, science and technology and the environment, with the wisdom that cross-cultural faculty can provide. Intensive trainings are held in Asia, the Americas, Africa and Europe.

(1). AUSN MBGPH Program Mission

The Mission of AUSN MBGPH Program is to promote the ethical reasoning of all peoples, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the quality of life of all global communities.

(2). AUSN MBGPH Program Vision

The Vision of AUSN MBGPH Program is to be the Master of Bioethics degree program of choice for those individuals who are committed to learning inter-cultural bioethics applicable for community, global leadership, and are dedicated to promoting ethical public policy and practices, and protecting the well-being of the environment and public of all nations and all peoples.

(3). AUSN MBGPH Program Values

Because bioethics and global public health are complex disciplines, inherently multi-disciplinary, and concern the practice of preventing and managing disease, promoting good health within groups of people, and advancing healthcare access and health care for all peoples, the values that guide the AUSN MBGPH Program include the following:

- to increase the awareness of public health as a public good and fundamental right;
- to promote diversity in ethical decision-making, culture and political thought;
▪ to treat all people with respect and to promote intercultural understanding;
▪ to promote academic excellence and the pursuit of truth;
▪ to promote human rights, fundamental freedoms, peace, and the sense of human dignity and human respect of all peoples;
▪ to promote and protect the human rights of all human research subjects of experimentation;
▪ to understand the ethical principles of different sovereign nations of Peoples around the world and the United Nations;
▪ to apply the Universal Declaration on Bioethics and Human Rights.

(4). Program Description

AUSN MBGPH Program is an academic master’s degree program intended to provide academically qualified individuals who are dedicated to enhancing the status and quality of life of all global communities, the basic competent knowledge and creative and critical-thinking ability to improve the public’s health. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs.

The MBGPH course will prepare students for roles as health professionals and community leaders in a multiethnic community, by sharing a cross-cultural perspective of bioethics through the diverse international advisory and adjunct faculty, in cooperation with the Institute of Indigenous Peoples and Global Studies. The program draws upon the wide extent international experience of the resident and visiting faculty, as well as their multidisciplinary qualifications, to offer a cross-cultural program that is arguably the most international bioethics degree program to be offered in the USA. The program will assist in the training of leaders who can assist people to rediscover their indigenous values and apply these to contemporary moral dilemmas of medicine, science and technology and the environment, with the wisdom that cross-cultural faculty can provide.

Bioethics is both a word and a concept. The word comes to us only from 1927 (Jahr, F. 1927. Bioethical responsibilities to plants and animals; Potter, V.R. Bioethics: Bridge to the Future 1970), yet the concept comes from human heritage thousands of years old. (Macer, D.R.J. Bioethics for the People by the People. Eubios Ethics Institute 1994). It is the concept of love, balancing benefits and risks of choices and decisions. This heritage can be seen in all cultures, religions, and in ancient writings from around the world. The MBGPH course will prepare students for roles as health professionals and community leaders in a multiethnic community, by sharing a cross-cultural perspective of bioethics through the diverse international advisory and adjunct faculty, in cooperation with the Institute of Indigenous Peoples and Global Studies.

There are at least four strategies (Macer, D.R.J. Bioethics is Love of Life. Eubios Ethics Institute 1998) that thinking persons need as professional ethical decision-makers, and the course will nurture all of these aspects:
(a). Descriptive ethics to enable people to accurately assess the situation. People need to understand the way they and other people view life, their moral interactions and responsibilities with others in their life. Students need to learn how they can assess and describe the issues and practices in their community.
(b). **Prescriptive ethics** is to tell others what is ethically good or bad, or what principles are most important in making such decisions. It may also be to say something or someone has rights, and others have duties to them. It is a basis for sound policy making and law, and empowering people to make good decisions in their life. The program will equip students with an understanding of the different policies and laws in different states of the USA, customary law of indigenous Peoples, international practices and laws of other countries, and the United Nations standards.

(c). **Interactive ethics** is discussion and debate between people, groups within society, and communities. Such dialogue skills are necessary to live harmoniously with others. A cross cultural approach to dialogue, community engagement and provider-user relationships will be important.

(d). **Practicality** is essential to make wise decisions with the wisdom received, and the program will offer chances for the students to work alongside communities in community service. Practical research will be encouraged for the thesis.


(5). **Statement of Purpose**

The purpose of AUSN MBGPH program of study is two-fold. First, upon successful completion of the AUSN MBGPH Program and master of its required competencies, graduate students will be prepared to work in the fields of bioethics, as well as public health, and influence and improve community health outcomes by working for academic institutions, think tanks, public health agencies, non-governmental organizations, hospitals, medical centers, clinics, nursing homes or rehabilitation centers. Second, the AUSN MBGPH program is also offered to existing professionals (e.g., RN, MD, JD, Hospital Administrators, Healthcare CEO’s, Engineers, Teachers, etc.) who will benefit from the added knowledge and expertise with respect to bioethics, public health, the health management of populations, and the management of hospitals, medical centers, surgery centers, clinics, nursing homes, etc.; in those circumstances the MBGPH will enhance their career goals and aspirations.

(6). **Length in Time / Units – Clock Hours**
The subjects of AUSN MBGPH program can be completed by either full-time or part-time study, and accordingly can be completed within one to two years of study. The MBGPH program requires thirty two (32) semester credit hours; and there are 480 clock hours of instruction.

(7). MBGPH Curriculum and Subjects

The Masters in Bioethics and Global Public Health (MBGPH) curriculum at AUSN is organized around core disciplines of bioethics and public health: Bioethics, Public Health Ethics, Health Policy and Management, Social and Behavioral Sciences, Environmental Health Science, Biostatistics, and Epidemiology. Knowledge and skills in these disciplines equip the graduate to analyze and consider solutions to public health problems at the community, institutional, and societal levels.

The MBGPH program consists of various required core courses, and is thus consistent with the interdisciplinary/cross-cutting competencies Association of Schools of Public Health (ASPH) model.

Compulsory Courses

- Core Concepts in Bioethics and Cultural Frameworks (3 credit hours)
- Environmental Ethics (3 credit hours)
- Essentials of Public Health (3 credit hours)
- Ethics of Science and Technology (3 credit hours)
- Global Public Health and Peace (2 credit hours)
- Human Research Subject Protection (3 credit hours)
- MBGPH Thesis and Public Defense (6 credit hours)
- Public Health Law, Ethics and Policy Analysis (3 credit hours)

Total 26 credit hours compulsory

Choose a minimum of 6 credit hours from these:

- Ability Studies (3 credit hours)
- Applied Bioethics Research Seminar (2 credit hours)
- Applied Public Health Research Seminar (2 credit hours)
- Bioethics and Values Education (3 credit hours)
- Bioethics and Genetics (3 credit hours)
- Molecular Biology and Bioethics (2 credit hours)
- Biosystematics and Biosphere (2 credit hours)
- Biological Structures and Functions/Life Studies (2 credit hours)
(8). **AUSN MBGPH Required Core Competencies**

Upon graduation, all AUSN MBGPH students will have the following core competencies as related to both bioethics and public health. These core competencies include elements from UNESCO Bioethics Core Curriculum, the second edition of the Core Competencies for Health Care Ethics Consultation Report of the American Society for Bioethics and Humanities, the Goals of Philosophy Education of UNESCO, and also from the Associations of Schools of Public Health, Education Committee Report, Master’s Degree in Public Health Core Competency Development Project and are included below. AUSN MBGPH graduates shall have sufficiently mastered the core competencies such that they will be able to:

(a). **Bioethics**

1. Analyze ethical situations that arise in health care, public health, pastoral care, patient advocacy, genetics, medical social work, medical research, environmental sciences and the life sciences.
2. Identify ethical dilemmas through different lens, including those of gender lens, ability studies, and the perspectives of indigenous communities.
3. Create and scrutinize policies and practices in various settings.
4. Apply the principles in the UNESCO Bioethics Core Curriculum to real situations.
5. Think and write critically about these issues from the perspectives of Indigenous Peoples and Global Studies.
6. Apply knowledge of cultural values in different communities to bioethical dilemmas.
7. Integrate knowledge, principles and argumentation in rational discussion.
8. Engage in quality thinking, reflective processes and creative thinking.

(b). **Bioethics Skills for Health Care Ethics Consultations (HCEC)**

(Note. A = assessment/analysis skills; P = process skills; I = interpersonal skills).

AUSN MBGPH graduates shall have sufficiently mastered the bioethics skills such that they will be able to:

1. Identify and analyze the nature of the value uncertainty or conflict that underlies the need for HCEC.
2. Access relevant ethics literature, policies, guidelines, and standards.
3. Establish HCEC expectations and determine whom to involve.
4. Utilize institutional structures and resources to facilitate the implementation of the chosen option.
5. Communicate and collaborate effectively with other responsible individuals, departments, or divisions within the institution.
6. Facilitate formal meetings.
7. Document and communicate HCEC activities.
8. Identify systems issues and delegate follow-up.
9. Evaluate HCEC and provide quality improvement.
10. Effectively run an HCEC service.
(11) I-1. Listen well and communicate interest, respect, support, and empathy to involved parties.
(12) I-2. Educate involved parties regarding the ethical dimensions of the consultation.
(13) I-3. Elicit the moral views of the involved parties.
(14) I-4. Represent the views of the involved parties to others.
(15) I-5. Enable the involved parties to communicate effectively and be heard by other parties.
(16) I-6. Recognize and attend to various relational barriers to communication.

(c). Knowledge competency for Health Care Ethics Consultations (HCEC)
AUSN MBGPH graduates shall have sufficient knowledge of:
(1) Moral reasoning and ethical theory as it relates to HCEC.
(2) Bioethical issues and concepts that typically emerge in HCEC.
(3) Health care systems as they relate to HCEC.
(4) Clinical context as it relates to HCEC.
(5) Health care institution in which the consultants work, as it relates to HCEC.
(6) Local health care institution’s policies relevant for HCEC.
(7) Beliefs and perspectives of patient and staff population where one does HCEC.
(8) Relevant codes of ethics, professional conduct, and guidelines of accrediting organizations as they relate to HCEC.
(9) Health law relevant to HCEC.

(d). Public Health Ethics
(1) Describe the legal and ethical bases for public health and health services.
(2) Apply basic principles of ethical analysis to issues of public health practice and policy.
(3) Describe the roles of history, power, privilege and structural inequality in producing health disparities.
(4) Identify the ethical, social and legal issues implied by public health sciences.
(5) Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
(6) Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.

(e). Social and Behavioral Sciences
(1) Identify the role of social and community factors in both the onset and solution of public health problems.
(2) Examine racial and ethnic disparities within the context of historic and contemporary social and economic climates.
(3) Recognize the causes of social and behavioral factors that affect health of individuals and populations.
(4) Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
(5) Understand the causes of disparities in disease risk, access and utilization of preventive and health care services and health outcomes.
(6) Identify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
(7) Explain how genetics and genomics affect disease processes and public health policy and practice.
(f). **Environmental Health Science**
AUSN MBGPH graduates shall have sufficiently mastered the public health core competencies such that they will be able to:

1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
2. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
3. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.

(g). **Epidemiology**

1. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
2. Identify key sources of epidemiologic data, and comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
3. Identify the principles and limitations of public health screening programs, including the evaluation of validity and reliability of screening tests.
4. Describe epidemiologic study designs and assess their strengths and limitations.
5. Describe a public health problem in terms of person, time and place.
6. Apply the basic terminology and definitions of epidemiology.
7. Calculate basic epidemiology measures, including risk, rate, incidence, and prevalence.
8. Draw appropriate inferences from epidemiologic data.
9. Communicate epidemiologic information to lay and professional audiences.

(h). **Peace**

1. Understand the main structural and psycho-cultural theories about the cause of conflict and methods to overcome this.
2. Be aware of the options for intervention, and the theories behind different conflict resolution approaches.
3. Understand the linkages between public health and peace.
Administration (MHA)

(1). **AUSN MHA Program Mission**

The Mission of the American University of Sovereign Nations (AUSN) Master of Healthcare Administration (MHA) is to provide graduate students with a comprehensive, practical, and interdisciplinary set of core competencies, knowledge, skills, and values which properly prepare them for a career in health administration, while promoting creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the quality of life of all global communities.

(2). **AUSN MHA Program Vision**

The Vision of the AUSN MHA Program is to be recognized for excellence in healthcare administration, academia, scholarship, and service, and for protecting human respect and human dignity and the well-being of the public of all nations and all peoples.

(3). **AUSN MHA Program Values**

Because healthcare administration serves as an interdisciplinary bridge between healthcare access and health care, and advancing healthcare access and health outcomes for all peoples, the values that guide the AUSN MHA Program include the following:

- to promote creative and critical-thinking and intellectual vigor
- to promote professionalism; ethical leadership and life-long learning
- to increase the awareness of public health as a public good and fundamental rights
- to promote diversity in decision-making, culture and political thought
- to treat all people with respect and to promote intercultural understanding
- to promote academic excellence and the pursuit of truth
to promote human rights, fundamental freedoms, peace, and the sense of human dignity and human respect of all peoples
- to promote and protect the human rights of all human research subjects of experimentation
- to understand the ethical principles of different sovereign nations of Peoples around the world

(4). **MHA Program Description**

AUSN MHA Program is an onsite residential academic master’s degree program intended to provide academically qualified individuals who are dedicated to enhancing the status and quality of life of all global communities, the basic competent knowledge and creative and critical-thinking ability to improve the public’s health. The Program’s general goals are to prepare students for a variety of health care leadership roles; and to offer students a solid grounding in the competences needed to advance in a career in healthcare administration and healthcare management. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs.

(5). **Statement of Purpose**

The purpose of AUSN MHA program is to offer premier knowledge and expertise, intellectual vigor and critical-thinking skills to employed executives, physicians, and healthcare professionals seeking to advance their management and leadership capabilities, as well as being designed to prepare entry-level graduate students for administrative positions in hospitals, managed care organizations, mental health and long-term care settings, multi-institutional systems, governmental health agencies, and other health related organizations.

(6). **Length in Time / Units – Clock Hours**

AUSN MHA program can be completed by either full-time or part-time study, and accordingly can be completed within one to two years of study. The MHA Curriculum (see below) requires thirty-two (32) semester credit hours; accordingly, there will be 480 clock hours of instruction.

(7). **MHA Curriculum and Subjects**

AUSN MHA Program curriculum is guided by the critical domains and core competencies of the HLA, which include: Communication and Relationship Management; Leadership; Professionalism; Knowledge of the Healthcare Environment; and Business Skills and Knowledge. The AUSN MHA curriculum includes the following courses:

**Compulsory Courses**
- Essentials of Community Health (3 Credit Hours)
- Essentials of Public Health (3 Credit Hours)
- Healthcare Finance and Economics (2 Credit Hours)
- Healthcare Management (3 Credit Hours)
- Introduction to Healthcare Systems (3 Credit Hours)
• Managing Community Health Systems (3 Credit Hours)
• Public Health Law, Ethics and Policy Analysis (3 Credit Hours)

**Total 20 credit hours compulsory**

**Choose minimum of 12 credit hours from these:**
• Applied Public Health Administration Research Seminar (2 Credit Hours)
• Essentials of Environmental Health (3 Credit Hours)
• Essentials of Health Behavior (3 Credit Hours)
• Healthcare Financial Management and Accounting (3 Credit Hours)
• Healthcare Leadership (3 Credit Hours)
• Healthcare Organization Strategy and Marketing (3 Credit Hours)
• Indigenous Knowledge Systems in Public Health Care (3 Credit Hours)
• MHA Thesis and Public Defense (6 Credit Hours)
• Quality and Information Management Systems (2 Credit Hours)
• Public Health Preparedness and Bio-terrorism (2 Credit Hours)
AUSN MHA program utilizes the American College of Health Executives (ACHE) Healthcare Leadership Alliance (HLA) domains and competencies. The HLA is comprised of the nation’s premier professional organizations that together represent more than 140,000 members across the major healthcare management sectors. The HLA is comprised of the following organizations: American College Of Healthcare Executives (ACHE); American College Of Physician Executives (ACPE); American Organization Of Nurse Executives (AONE); Healthcare Financial Management Association (HFMA); Healthcare Information And Management Systems Society (HIMSS); and, the Medical Group Management Association (MGMA) and its certifying body, The American College Of Medical Practice Executives (ACMPE).

MHA Program Educational Objectives: The MHA degree prepares students for careers in health services management in a broad range of health care organizations, in an evolving health care delivery system. Structured to meet the highest professional and accreditation standards, the program is designed to address the needs of: (1) experienced or mid-level health care administrative and/or clinical professionals, for promotion and further career advancement; and (2) individuals without previous experience in health administration, for entry and mid-level health care managerial positions, and to facilitate their advancement into senior management.

The critical domains of the MHA competencies include: Communication and Relationship Management; Leadership; Professionalism; Knowledge of the Healthcare Environment; and Business Skills and Knowledge, and accordingly AUSN MHA graduates will be able to master the following:

(a). **Communication and Relationship Management**
(1) Apply principles of communication and demonstrate specific applications
(2) Present results of data analysis to decision makers
(3) Use factual data to produce and deliver credible and understandable results
(4) Facilitate group dynamics, process, meetings, and discussion
(5) Utilize effective interpersonal skills

(b). **Leadership**
(1) Explain potential impacts and consequences of decision making in situations both internal and external
(2) Encourage a high level of commitment to the mission, and values of the organization
(3) Gain physician buy-in to accept risk and support new business ventures
(4) Accurately assess individual strengths and weaknesses
(c). **Professionalism**
(1) Understand professional standards and codes of ethical behavior
(2) Uphold and act upon ethical and professional standards
(3) Demonstrate professional norms and behaviors
(4) Engage in continued professional development including reflection and self-directed learning

(d). **Knowledge of the Healthcare Environment**
(1) Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community
(2) Prepare projects that are credible to governmental, regulatory, professional, and accreditation agencies
(3) Use marketing and needs assessment techniques in support of healthcare program development and implementation
(4) Apply principles and methods of health policy analysis
(5) Analyze and apply funding and payment mechanisms of the healthcare system

(e). **Business Skills and Knowledge**
(1) Integrate information from various sources to make decisions and recommendations
(2) Demonstrate critical thinking, analysis, and problem solving
(3) Apply basic financial management and analysis principles
(4) Apply reimbursement principles, ramifications and techniques including rate setting and contracts
(5) Apply principles of operating, project, and capital budgeting
(6) Use project management techniques
(7) Use statistical and analytic tools to measure and improve performance
E. Master of Business Administration (MBA)

(1). AUSN MBA Program Mission

AUSN Master of Master of Business Administration (MBA) Program is to develop the new breed of business leader, who is ethically conscious, socially responsible, has critical-thinking ability, is able to analyze the business aspects of delivery of specialised knowledge, such as healthcare or environmental management, and is dedicated to the commitment of the advancement of all Peoples and populations.

(2). AUSN MBA Program Vision

The Vision of AUSN MBA Program is to contribute significantly to the growth of all individuals, nations, and Peoples, and expand the impact of our engagement in the world through the use of knowledge and critical thinking with enhanced business skills.

(3). AUSN MBA Program Values

Because technical knowledge, such as healthcare and public health is complex and inherently multi-disciplinary, the values that guide AUSN MBA Program include the following:
- the awareness of public health and healthcare as a public good and fundamental right;
- the promotion of diversity in culture and political thought;
- the promotion of academic excellence and scholarship;
- to promotion of critical-thinking and creative analysis

(4). Program Description

AUSN MBA Program is an academic master's degree program which will provide academically qualified individuals the basic fundamental core business administration and management knowledge necessary to become future leaders in a ever-changing national and global industry. The Program has a primary focus on preparing managers and professionals who are already working in industry, but desire to become a leader and are willing to use and apply their previous experience in fields such as healthcare to the study of managing and operating successful organizations. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs.

(5). Statement of Purpose

The purpose of AUSN MBA program of study is to prepare the future leaders of tomorrow, who must be able to integrate the basic fundamental core business administration and management knowledge with principles relating to their desired fields, to successfully contribute to their community by promoting evidence-based knowledge.

By mastery of the Program’s required courses, graduate students will be prepared to work in the diverse fields within industry and significantly influence and improve community outcomes
by working for governmental agencies, non-governmental organizations, consultancies, hospitals, medical centers, clinics, nursing homes or rehabilitation centers, and many other organizations and entities.

(6). **Length in Time / Units – Clock Hours**

The subjects of AUSN MBA program can be completed by either full-time or part-time study, and can be completed within one (1) to two (2) years of study. The MBA Curriculum (see below) requires thirty-two (32) semester credit hours (480 clock hours of instruction).

(7). **MBA Curriculum and Subjects**

AUSN Masters in Business Administration (MBA) curriculum consists of various required core courses and has a discipline-specific competency in Healthcare Management. The MBA curriculum includes the following courses:

**Compulsory Courses**

- Essentials of Public Health (3 Credit Hours)
- Healthcare Finance and Economics (2 Credit Hours)
- Healthcare Management (3 Credit Hours)
- Public Health Law, Ethics and Policy Analysis (3 Credit Hours)
- Strategic Management (3 Credit Hours)

*Total 15 credit hours compulsory*

**Choose minimum of 17 credit hours from these:**

- Applied Business Administration Research Seminar (2 Credit Hours)
- Corporate Finance Management (2 Credit Hours)
- Essentials of Community Health (3 Credit Hours)
- Environmental Ethics (3 Credit Hours)
- Ethics of Science and Technology (3 Credit Hours)
- Healthcare Financial Management and Accounting (3 Credit Hours)
- Healthcare Leadership (3 Credit Hours)
- Healthcare Organization Strategy and Marketing (3 Credit Hours)
- Indigenous Knowledge Systems in Public Health Care (3 Credit Hours)
- International Business and International Taxation (2 Credit Hours)
- International Development and Sustainability (3 Credit Hours)
- MBA Thesis and Public Defense (6 Credit Hours)
- Quality and Information Management Systems (2 Credit Hours)
- Operations Management (3 Credit Hours)
- Organizational Behavior (3 Credit Hours)
- Public Health Preparedness and Bio-terrorism (2 Credit Hours)
- Sustainability and Business (3 Credit Hours)
(8). **AUSN MBA Core Competencies**

Upon graduation, all AUSN MBA students will have the following core competencies to prepare them to become effective healthcare leaders of tomorrow.

(a). **Integrative Leadership**

AUSN MBA graduates will be able to develop strong and effective oral and written communication skills, and effectively work in teams developing leadership skills.

(b). **Ethical Leadership**

AUSN MBA graduates will be able to promote ethical business practices while enhancing the promotion of human respect and human dignity in becoming an ethical leader.

(c). **Global Responsibility and Diversity**

AUSN MBA graduates will be able to understand how to responsibly conduct business in a foreign environment by appreciating the differences in business practices and cultures.

(d). **Core Knowledge**

AUSN MBA graduates will be able to obtain the core functional knowledge of the disciplines of business management and administration and learn how to apply them in a healthcare setting.

(e). **Critical Thinking and Problem Solving**

AUSN MBA graduates will be able to earn critical-thinking and analysis and innovative problem-solving necessary to integrate and apply the knowledge and skills of business administration and management with the goal of increasing healthcare access and the advancement of the public’s health.
F. Master of Science and Technology for Sustainability (MSS)

(1). AUSN MSS Program Mission

The Mission of AUSN MSS Program is to promote the ethical reasoning of all peoples, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the sustainability of all global communities.

(2). AUSN MSS Program Vision

The Vision of AUSN MSS Program is to be the Master of Sustainability Science degree program of choice for those individuals who are committed to learning sustainability science applicable for community, global leadership, and are dedicated to promoting sustainable development and protecting the well-being of the environment and public of all nations and all peoples.

(3). AUSN MSS Program Values

The American University of Sovereign Nations (AUSN) is committed to educating students that will be global citizens with ethical integrity able to guide policies and actions that will lessen the gaps that exist between the health, well-being and life outcomes of the populations of the privileged and those who are not. Global responsibilities for promotion of a good life for all are necessary for our sustainable future.

(4). Program Description

The MSS degree will prepare students to apply sustainability theories, concepts, principles and approaches for roles as professionals and community leaders to build sustainable communities. Students will learn academic and technical skills, as well as ethical insights into the complex interplay of social, economic and environmental problems in the world to help them analyze and understand sustainability challenges at local, regional and global levels and scales to propose innovative social, technical and institutional solutions. The program will draw upon the wide international experience of the faculty of AUSN, as well as their multidisciplinary qualifications. Students will take half their credits in compulsory courses, half their credits in elective and optional courses and 6 credits of required supervised thesis work to complete the degree program.
The MSS program in sustainability is only available in the combination hybrid (blended) format, which includes a mixture of residential and/or on-line lectures and seminars. The student is required to join three three day intensive training conferences that will be conducted as onsite programs, with AUSN professors, during their degree. The intensive conferences shall be conducted at AUSN, on various AUSN affiliated locations inclusive of hotels or other quality institutional settings (e.g. hospital seminar rooms; universities with which AUSN has existing MOU agreements and joint projects). Providing the additional online method of delivery will offer the advantage of exposure to a greater range of faculty who are resident in different countries, and provide opportunities for the thesis research to be conducted under the supervision of faculty close to their community as well as from AUSN Arizona. We will also provide lectures and supervision to working professionals in rural settings. Additionally, it will make the program available to Native American Sovereign students in remote parts of the United States and indigenous and non-indigenous populations elsewhere. We strongly believe the hybrid program of including face-to-face contact with Professors is highly advantageous in any learning environment. AUSN also may schedule intensive conferences to minimize the travel and logistic costs of students and faculty. We will normally schedule the public defense of the Master’s thesis overlapping with an intensive conference, to minimize the travel and logistic costs of students and faculty.

(5). **Statement of Purpose**

The purpose of AUSN MSS program of study is two-fold. First, upon successful completion of the Program and master of its required competencies, graduate students will be prepared to work in the fields of sustainability and development, and influence and improve community outcomes by working for academic institutions, think tanks, public health agencies, non-governmental organizations, United Nations or government. The program is also offered to existing professionals who will benefit from the added knowledge and expertise to enhance their career goals and aspirations.

(6). **Length in Time / Units – Clock Hours**

The subjects of AUSN MSS program can be completed by either full-time or part-time study, and accordingly can be completed within one to two years of study. The MSS program requires thirty two (32) semester credit hours; and there are 480 clock hours of instruction.

(8). **AUSN MSS Required Core Competencies**

Upon graduation, all AUSN MSS students will have the core competencies as described under each course syllabus, and as stated on the AUSN
website.

(7). **MSS Curriculum and Subjects**
The Masters of Science and Technology for Sustainability (MSS) curriculum at AUSN consists of various required core courses and many elective courses, to create a tailor-made education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Semester Credit Hours</th>
<th>Minimum Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPULSORY:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENET</td>
<td>Environmental Ethics</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ESTE</td>
<td>Ethics of Science and Technology</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SUSC</td>
<td>Sustainability Science</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SUPS</td>
<td>New Perspectives on Sustainability</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>THSU</td>
<td>M.S. Thesis</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>TOTAL COMPULSORY</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE COURSES SELECTED FROM THE FOLLOWING (14 Credit Hours):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPHP</td>
<td>Global Public Health and Peace</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>IDSU</td>
<td>International Development and Sustainability</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>BEGE</td>
<td>Bioethics and Genetics</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>CCBE</td>
<td>Core Concepts in Bioethics &amp; Cultural Frameworks</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>GLCH</td>
<td>Global Environmental Change</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>GPHP</td>
<td>Global Public Health and Peace</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>INTB</td>
<td>Indigenous Traditions and Bioethics</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>IDSU</td>
<td>International Development and Sustainability</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>IKSH</td>
<td>Indigenous Knowledge Systems in Public Health Care</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>RDME</td>
<td>Research Design and Methodology</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>PHLE</td>
<td>Public Health Law, Ethics &amp; Policy Analysis</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SPDS1</td>
<td>Sustainability, Peace and Global Development Research Seminar I</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SPDS2</td>
<td>Sustainability, Peace and Global Development Research Seminar II</td>
<td>3</td>
<td>45</td>
</tr>
</tbody>
</table>
# Students may take additional courses beyond the minimum 32 credit hours if they would like to deepen their knowledge in their specialization.

## G. Master of Science in Sustainability, Peace and Development (MPD)

1. **AUSN MPD Program Mission**

   The Mission of AUSN MPD Program is to promote the ethical reasoning of all peoples, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the sustainability of all global communities.

2. **AUSN MPD Program Vision**

   The Vision of AUSN MPD Program is to be the Master of Sustainability, Peace and Development degree program of choice for those individuals who are committed to learning sustainability science applicable for community, global leadership, and are dedicated to promoting sustainable development and protecting the well-being of the environment and public of all nations and all peoples.

3. **AUSN MPD Program Values**

   AUSN is committed to educating students that will be global citizens with ethical integrity able to guide policies and actions that will lessen the gaps that exist between the health, well-being and life outcomes of the populations of the privileged and those who are not. Global responsibilities for promotion of a good life for all are necessary for our sustainable future.

4. **Program Description**

   The MPD degree will prepare students to apply sustainability theories, concepts, principles and approaches for roles as professionals and community leaders to build peaceful and sustainable communities. Students will learn academic and technical skills, as well as ethical insights into the complex interplay of social, economic and environmental problems in the world to help them analyze and understand sustainability challenges at local, regional and global levels and scales to propose innovative social, technical and institutional solutions. The program will draw upon the wide international experience of the faculty of AUSN, as well as their multidisciplinary qualifications. Students will take 14 credits in compulsory courses, and
12 credits in elective and optional courses and 6 credits of required supervised thesis work to complete the degree program.

The MPD program in sustainability is only available in the combination hybrid (blended) format, which includes a mixture of residential and/or on-line lectures and seminars. The student is required to join three three day intensive training conferences that will be conducted as onsite programs, with AUSN professors, during their degree. The intensive conferences shall be conducted at AUSN, on various AUSN affiliated locations inclusive of hotels or other quality institutional settings (e.g. hospital seminar rooms; universities with which AUSN has existing MOU agreements and joint projects). Providing the additional online method of delivery will offer the advantage of exposure to a greater range of faculty who are resident in different countries, and provide opportunities for the thesis research to be conducted under the supervision of faculty close to their community as well as from AUSN Arizona. We will also provide lectures and supervision to working professionals in rural settings. Additionally, it will make the program available to Native American Sovereign students in remote parts of the United States and indigenous and non-indigenous populations elsewhere. We strongly believe the hybrid program of including face-to-face contact with Professors is highly advantageous in any learning environment. AUSN also may schedule intensive conferences to minimize the travel and logistic costs of students and faculty. We will normally schedule the public defense of the Master’s thesis overlapping with an intensive conference, to minimize the travel and logistic costs of students and faculty.

(5). **Statement of Purpose**

The purpose of AUSN MPD program of study is two-fold. First, upon successful completion of the Program and master of its required competencies, graduate students will be prepared to work in the fields of peace, sustainability and development, and influence and improve community outcomes by working for academic institutions, think tanks, public health agencies, non-governmental organizations, United Nations or government. The program is also offered to existing professionals who will benefit from the added knowledge and expertise to enhance their career goals and aspirations.

(6). **Length in Time / Units – Clock Hours**

The subjects of AUSN MPD program can be completed by either full-time or part-time study, and accordingly can be completed within one to two years of study. The MPD program requires thirty two (32) semester credit hours; and there are 480 clock hours of instruction.

(8). **AUSN MPD Required Core Competencies**

Upon graduation, all AUSN MPD students will have the core
competencies as described under each course syllabus, and as stated on the AUSN website.

(7). **MPD Curriculum and Subjects**
The Master of Sustainability, Peace and Development (MPD) curriculum at AUSN consists of various required core courses and many elective courses, to create a tailor-made education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Semester Credit Hours</th>
<th>Minimum Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENET</td>
<td>Environmental Ethics</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>GPHP</td>
<td>Global Public Health and Peace</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>IDSU</td>
<td>International Development and Sustainability</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SUSC</td>
<td>Sustainability Science</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SUPS</td>
<td>New Perspectives on Sustainability</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>THSU</td>
<td>M.S. Thesis</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>TOTAL COMPULSORY</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>ABST</td>
<td>Ability Studies</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>CCBF</td>
<td>Core Concepts in Bioethics &amp; Cultural Frameworks</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ESTE</td>
<td>Ethics of Science and Technology</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>GLCH</td>
<td>Global Environmental Change</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>GPHP</td>
<td>Global Public Health and Peace</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>INTB</td>
<td>Indigenous Traditions and Bioethics</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>IKSH</td>
<td>Indigenous Knowledge Systems in Public Health Care</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>RDME</td>
<td>Research Design and Methodology</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>PHLE</td>
<td>Public Health Law, Ethics &amp; Policy Analysis</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SPDS2</td>
<td>Sustainability, Peace and Global Development Seminar II</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SUBU</td>
<td>Sustainability and Business</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SUIN</td>
<td>Sustainable Innovations</td>
<td>3</td>
<td>45</td>
</tr>
</tbody>
</table>
# Students may take additional courses beyond the minimum 32 credit hours if they would like to deepen their knowledge in their specialization.

## Masters of Arts in Leadership, Wisdom and Resilience (MA)

1. **AUSN MA Program Mission**

   The Mission of AUSN Masters of Arts in Leadership, Wisdom and Resilience (MA) Program is to promote the ethical reasoning of all peoples, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the sustainability of all global communities.

2. **AUSN MA Program Vision**

   The Vision of AUSN MA Program is to be the Masters of Arts in Leadership, Wisdom and Resilience degree program of choice for those individuals who are committed to learning skills as educators, thinkers and agents of community resilience applicable for community, global leadership, and are dedicated to promoting wisdom for the well-being of the environment and public of all nations and all peoples.

3. **AUSN MA Program Values**

   AUSN is committed to educating students that will be global citizens with ethical integrity able to guide policies and actions that will lessen the gaps that exist between the health, well-being and life outcomes of the populations of the privileged and those who are not. Global responsibilities for promotion of a good life for all are necessary for our sustainable future.

4. **Program Description**

   The Masters of Arts in Leadership, Wisdom and Resilience (MA) degree will prepare students to apply education theories, concepts, principles and approaches for roles as professionals and community leaders to build sustainable communities. Students will learn academic and technical skills, as well as ethical insights into the complex interplay of social, economic and environmental problems in the world to help them analyze and understand sustainability.
challenges at local, regional and global levels and scales to propose innovative social,
technical and institutional solutions. The program will draw upon the wide international
experience of the faculty of AUSN, as well as their multidisciplinary qualifications. Students
will take half their credits in compulsory courses, half their credits in elective and optional
courses and 6 credits of required supervised thesis work to complete the degree program.

The MA program in sustainability is only available in the combination hybrid (blended) format,
which includes a mixture of residential and/or on-line lectures and seminars. The student is
required to join three three day intensive training conferences that will be conducted as onsite
programs, with AUSN professors, during their degree. The intensive conferences shall be
conducted at AUSN, on various AUSN affiliated locations inclusive of hotels or other quality
institutional settings (e.g. universities with which AUSN has existing MOU agreements and
joint projects). Providing the additional online method of delivery will offer the advantage of
exposure to a greater range of faculty who are resident in different countries, and provide
opportunities for the thesis research to be conducted under the supervision of faculty close to
their community as well as from AUSN Arizona. We will also provide lectures and supervision
to working professionals in rural settings. Additionally, it will make the program available to
Native American Sovereign students in remote parts of the United States and indigenous and
non-indigenous populations elsewhere. We strongly believe the hybrid program of including
face-to-face contact with Professors is highly advantageous in any learning environment.
AUSN also may schedule intensive conferences to minimize the travel and logistic costs of
students and faculty. We will normally schedule the public defense of the Master’s thesis
overlapping with an intensive conference, to minimize the travel and logistic costs of students
and faculty.

(5). **Statement of Purpose**

The purpose of AUSN Masters of Arts in Leadership, Wisdom and Resilience (MA) program
of study is two-fold. First, upon successful completion of the Program and master of its
required competencies, graduate students will be prepared to work in the fields of
sustainability and development, and influence and improve community outcomes by working
for academic institutions, think tanks, public health agencies, non-governmental
organizations, United Nations or government. The program is also offered to existing
professionals who will benefit from the added knowledge and expertise to enhance their
career goals and aspirations.

(6). **Length in Time / Units – Clock Hours**

The subjects of AUSN Masters of Arts in Leadership, Wisdom and Resilience (MA)
program can be completed by either full-time or part-time study, and accordingly can be
completed within one to two years of study. The MA program requires thirty two (32)
semester credit hours; and there are 480
clock hours of instruction.

(8). **AUSN MA Required Core Competencies**

Upon graduation, all AUSN Masters of Arts in Leadership, Wisdom and Resilience (MA) students will have the core competencies as described under each course syllabus, and as stated on the AUSN website.

(7). **Masters of Arts Curriculum and Subjects**
The Masters of Arts in Leadership, Wisdom and Resilience (MA) curriculum at AUSN consists of various required core courses and many elective courses, to create a tailor-made education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Semester</th>
<th>Credit</th>
<th>Minimum Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPULSORY FOR ALL SPECIALIZATIONS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BVED</td>
<td>Bioethics and Values Education</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>DISR</td>
<td>Disaster Resilience</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>GPHP</td>
<td>Global Public Health and Peace</td>
<td>2</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>INTB</td>
<td>Indigenous Traditions and Bioethics</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>RSMA</td>
<td>Masters Research Seminar</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>THMA</td>
<td>M.A. Thesis</td>
<td>6</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>COMPULSORY</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ELECTIVE COURSES SELECTED FROM THE FOLLOWING (12 Credit hours):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Semester</th>
<th>Credit</th>
<th>Minimum Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABST</td>
<td>Ability Studies</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>CCB</td>
<td>Core Concepts in Bioethics &amp; Cultural Frameworks</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>CRPJ</td>
<td>Conflict Resolution, Peace-making and Justice in Global Understanding</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>DEPS</td>
<td>Developmental and Educational Psychology</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>ENET</td>
<td>Environmental Ethics</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>ESTE</td>
<td>Ethics of Science and Technology</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>GLCH</td>
<td>Global Environmental Change</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>IDSU</td>
<td>International Development and Sustainability</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>
Students may take additional courses beyond the minimum 32 credit hours if they would like to deepen their knowledge in their specialization.

I. Masters of Philosophy (MPhil.)

A Masters of Philosophy (MPhil.) degree is available for students enrolled in the AUSN MPH, MBGPH, MSS, MPD or MA degrees who unexpectedly face special circumstances that may occur during the course of their study. A student in a Masters degree programme that requires the submission of a thesis for graduation, may apply for transfer to the MPhil. Degree programme if they have decided that they will not be able to complete their Master’s degree thesis. That decision should be made together with a discussion with their thesis adviser. This application will be approved in the case that the criteria for special conditions are judged to have been met by a Masters Degree Transfer committee (which includes the Provost, Dean, and Directors of the concerned Masters degree programmes, and the student’s Advisor). The student should have completed 36 credit hours of courses.

AUSN does not generally consider the AUSN M.Phil degree as a satisfactory entry level degree for the AUSN Ph.D. program, because of the absence of a graduation thesis.

New students to AUSN cannot apply to the M.Phil. degree for admission, they should apply to the other Master’s degree programs, and cannot assume that AUSN will allow them to graduate without meeting the requirements of the regular Master’s degree programs. The AUSN MHA and MBA degree programs do not require a Masters thesis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IKSH</td>
<td>Indigenous Knowledge Systems in Public Health Care</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>PHLE</td>
<td>Public Health Law, Ethics &amp; Policy Analysis</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SUSC</td>
<td>Sustainability Science</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>LWRS1</td>
<td>Leadership, Wisdom and Resilience Research Seminar I</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>LWRS2</td>
<td>Leadership, Wisdom and Resilience Research Seminar II</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SPSY</td>
<td>Social Psychology</td>
<td>3</td>
<td>45</td>
</tr>
</tbody>
</table>

STUDENTS MUST COMPLETE A MINIMUM OF 32 CREDIT HOURS TOTAL #
J. Doctor of Philosophy in Bioethics, Sustainability & Global Public Health (PhD)

(1). Program Description
The Ph.D. degree will prepare students for roles as professionals and community leaders in a multiethnic community, by sharing cross-cultural perspectives through the diverse international advisory and adjunct faculty. The program will draw upon the wide extent international experience of the resident and visiting faculty, as well as their multidisciplinary qualifications.

The Ph.D. program in Bioethics, Sustainability, and Global Public Health, has two possible specializations:

Specialization 1: Bioethics and Global Public Health
Specialization 2: Sustainability, Peace and Global Development

The program will assist in the training of professional researchers who will be leaders who can assist people to combine technical expertise and competence with cultural, ethical and regulatory competence. The competencies expected to be developed in learners through each course are listed in the course descriptions in Appendix X in this Catalog.

The Ph.D. program is a combination hybrid combination that includes a mixture of residential and/or on-line lectures. The student is required to join six three day intensive conferences that will be conducted as onsite programs, with AUSN professors, during their degree. The intensive conferences shall be conducted at AUSN, on various AUSN affiliated locations inclusive of hotels or other quality institutional settings (e.g. hospital seminar rooms; universities with which AUSN has existing MOU agreements; etc.). Providing the additional online method of delivery will offer the advantage of exposure to a greater range of faculty who are resident in different countries, and provide opportunities for the doctoral research to be conducted under the supervision of faculty close to their community as well as from AUSN Arizona. We will also provide lectures and supervision to working professionals in rural settings. Additionally, it will make the program available to Native American Sovereign students in remote parts of the United States and indigenous and non-indigenous populations elsewhere. We strongly believe the hybrid program of including face-to-face contact with Professors is highly advantageous in any learning environment. AUSN also may schedule intensive conferences to minimize the travel and logistic costs of students and faculty. We will normally schedule the public defense of the Ph.D. proposal, and the public defense of the Ph.D. thesis overlapping with an intensive conference, to minimize the travel and logistic costs of students and faculty.

(2). Length in Time / Units – Clock Hours
The students should complete the minimum of 72 required semester credits (1080 clock hours). It may be possible to apply for substitution of up to 30 credits from a prior Masters or Doctoral degree to reduce the requirement to 42 credits (630 contact hours). In the latter case the program can be completed by full-time study within two (2) to three (3) years of study, or may take longer by part-time study. There will be substantial supervision hours for thesis proposal and thesis writing.
(3). **Ph.D. Curriculum and Subjects**
The Ph.D. offers two specializations and many elective courses, to create a tailor-made education. The courses are outlined in the Table below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credit</th>
<th>Minimum Clock Hours#</th>
<th>MBGPH substitute</th>
<th>MPH substitute</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABRS</td>
<td>Advanced Bioethics Research Seminar</td>
<td>2</td>
<td>30</td>
<td>ABRS</td>
<td>-</td>
</tr>
<tr>
<td>APHS</td>
<td>Applied Public Health Research Seminar</td>
<td>2</td>
<td>30</td>
<td>-</td>
<td>APHS</td>
</tr>
<tr>
<td>BEGE</td>
<td>Bioethics and Genetics</td>
<td>3</td>
<td>45</td>
<td>BEGE</td>
<td>-</td>
</tr>
<tr>
<td>CCBE</td>
<td>Core Concepts in Bioethics &amp; Cultural Frameworks</td>
<td>3</td>
<td>45</td>
<td>CCBE</td>
<td>-</td>
</tr>
<tr>
<td>ENET</td>
<td>Environmental Ethics</td>
<td>3</td>
<td>45</td>
<td>ENET</td>
<td>-</td>
</tr>
<tr>
<td>ESPH</td>
<td>Essentials of Public Health</td>
<td>3</td>
<td>45</td>
<td>ESPH</td>
<td>ESPH</td>
</tr>
<tr>
<td>ESTE</td>
<td>Ethics of Science and Technology</td>
<td>3</td>
<td>45</td>
<td>ESTE</td>
<td>-</td>
</tr>
<tr>
<td>GPHP</td>
<td>Global Public Health and Peace</td>
<td>2</td>
<td>30</td>
<td>GPHA</td>
<td>GPHP</td>
</tr>
<tr>
<td>HRSP</td>
<td>Human Research Subject Protection</td>
<td>3</td>
<td>45</td>
<td>HRSP</td>
<td>-</td>
</tr>
<tr>
<td>PHLE</td>
<td>Public Health Law, Ethics &amp; Policy Analysis</td>
<td>3</td>
<td>45</td>
<td>PHLE</td>
<td>PHLE</td>
</tr>
<tr>
<td>RDME</td>
<td>Research Design and Methodology</td>
<td>3</td>
<td>45</td>
<td>THBE</td>
<td>TPHH</td>
</tr>
<tr>
<td>PPHD</td>
<td>Ph.D. Thesis Proposal and Defense</td>
<td>6</td>
<td>90</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TPHD</td>
<td>Ph.D. Thesis &amp; Public Defense</td>
<td>12</td>
<td>180</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>COMMON COMPULSORY</td>
<td>51</td>
<td>xxx</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specialization 1: Bioethics and Global Public Health
ADDITIONAL COMPULSORY COURSES (CAN BE TAKEN AS AN OPTION FOR OTHER STREAMS)

| Code | Course Name                                                                 | Credit | Minimum Clock Hours# | |
|------|-----------------------------------------------------------------------------|--------|-----------------------||
| BPHS1| Advanced Bioethics and Public Health Research Seminar I                      | 3      | 45                    | - |
| BPHSII| Advanced Bioethics and Public Health Research Seminar II                     | 3      | 45                    | - |
| TOTAL| SPECIALIZATION 1 COMPULSORY                                                  | 6      | 90                    | |

Specialization 2: Sustainability, Peace and Global Development
ADDITIONAL COMPULSORY COURSES (CAN BE TAKEN AS AN OPTION FOR OTHER STREAMS)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPDS1</td>
<td>Advanced Sustainability, Peace and Global Development Research Seminar I</td>
<td>3</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>SPDS2</td>
<td>Advanced Sustainability, Peace and Global Development Research Seminar II</td>
<td>3</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>SPECIALIZATION 2 COMPULSORY</td>
<td>6</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES (AT LEAST 15 CREDITS FROM THE FOLLOWING):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABST</td>
<td>Ability Studies</td>
<td>3</td>
<td>45</td>
<td>ABST</td>
</tr>
<tr>
<td>BIOS</td>
<td>Biosystematics and Biosphere</td>
<td>2</td>
<td>30</td>
<td>BIOS</td>
</tr>
<tr>
<td>BPHS1</td>
<td>Advanced Bioethics and Public Health Research Seminar I</td>
<td>3</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>BPHSII</td>
<td>Advanced Bioethics and Public Health Research Seminar II</td>
<td>3</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>BVED</td>
<td>Bioethics and Values Education</td>
<td>3</td>
<td>45</td>
<td>BVED BVED</td>
</tr>
<tr>
<td>CRPJ</td>
<td>Conflict Resolution, Peace-making and Justice in Global Understanding</td>
<td>3</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>DEPS</td>
<td>Developmental and Educational Psychology</td>
<td>3</td>
<td>45</td>
<td>DEPS DEPS</td>
</tr>
<tr>
<td>DISR</td>
<td>Disaster Resilience</td>
<td>3</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>EBPH</td>
<td>Epidemiology, Biostatistics and Public Health</td>
<td>3</td>
<td>45</td>
<td>EBPH</td>
</tr>
<tr>
<td>EJED</td>
<td>Equity and Justice in Education</td>
<td>3</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>ESCH</td>
<td>Essentials of Community Health</td>
<td>3</td>
<td>45</td>
<td>ESCH</td>
</tr>
<tr>
<td>ESEH</td>
<td>Essentials of Environmental Health</td>
<td>3</td>
<td>45</td>
<td>ESEH</td>
</tr>
<tr>
<td>ESHB</td>
<td>Essentials of Health Behavior</td>
<td>3</td>
<td>45</td>
<td>ESHB</td>
</tr>
<tr>
<td>GLCH</td>
<td>Global Environmental Change</td>
<td>3</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>HFEC</td>
<td>Healthcare Finance and Economics</td>
<td>2</td>
<td>30</td>
<td>HFEC</td>
</tr>
<tr>
<td>HCMT</td>
<td>Healthcare Management</td>
<td>3</td>
<td>45</td>
<td>HCMT</td>
</tr>
<tr>
<td>IKSH</td>
<td>Indigenous Knowledge Systems in Public Health Care</td>
<td>3</td>
<td>45</td>
<td>IKSH IKSH</td>
</tr>
<tr>
<td>INTB</td>
<td>Indigenous Traditions and Bioethics</td>
<td>3</td>
<td>45</td>
<td>INTB INTB</td>
</tr>
<tr>
<td>IDSU</td>
<td>International Development and Sustainability</td>
<td>3</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>MBBE</td>
<td>Molecular Biology and Bioethics</td>
<td>2</td>
<td>30</td>
<td>MBBE</td>
</tr>
</tbody>
</table>


# Students may take additional hours beyond the minimum contact hours in any course. The courses are advanced review of technical papers.

*The course may be substituted by a B or greater grade in the indicated AUSN Masters degree program courses. Students may apply for waiver of course requirements for up to 30 semester credit hours from a previous Masters degree at AUSN, or from another accredited university. The Director of the Degree program must approve all such substitutions. A student who has been credited for 30 semester credits will be expected to complete the Ph.D. degree one year earlier than those who have not.

(4) **Core Competencies**

The core competencies expected of Ph.D. graduates include all those of every course that each student completes, as listed in Section X of the Catalog. The competencies vary depending on the elective courses completed.
VIII. Undergraduate Degrees

(1) AUSN is also offering three Undergraduate Degrees:

- Associate’s Degree in Socio-economic, Cultural and Environmental Development
- Bachelor in Arts Degree (BA)
- Bachelor in Science Degree (BSc)

(2) Course Transfer

We accept course credit from most colleges and universities in the world, and from high school courses from high schools around the world. In particular if you have any Advanced Placement (AP) exam scores, Honors courses, International Baccalaureate (IB), Cambridge International, DSST scores, for example, these can be credited for courses. You may also have some credits from other colleges. We use policies on transfer similar to regular universities, such as University of Arizona, but may include more credit for your related life experiences.

So when you apply you need to write all these down, and all your life experiences. Even if you made some bad decisions, or had some bad luck, we encourage you to write it down, or share it during the interview. Your information will be held confidential. We will go through your background in detail with you to explain to you the exact number of courses that you will be required to take to achieve an associate degree, a college degree, or a graduate degree. On the application form please also share your long term academic and life plans, so that we can assist you. We also offer some specialized vocational courses.

If you are currently taking some class at another College, it may be better for you to complete the course so that you have more credit hours to transfer. AUSN accepts students who are enrolled at other universities at the same time, but you should inform us.

(3) Required Credit Hours for Associates & Bachelors degree

An **associate’s degree** is earned after completing at least 64 credit hours of required courses. 35-37 credits are from courses that match those of the Arizona General Education Curriculum (AGEC). 27-29 are from elective or common courses.

A **bachelor’s degree** is earned after completing at least 120 credit hours of required courses at a university, and we offer both a B.A. and B.Sc., both with substantial content from indigenous knowledge systems. Up to 64 of the credit hours can come from credits transferred from a community college. We follow the guidelines of AZTransfer.5

5 http://www.aztransfer.com/degrees/
AUSN uses semester credit hours. U.S. Federal Credit Hour Definition: A 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 not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.\(^6\)

Example of How Transfer Works

Sam is 32 years old (not real name). She graduated from high school, and passed two Advanced Placement (AP) courses: English-Language/Composition (grade 4) and Calculus A (grade 3). She completed 25 credits at community college, and then had to drop out of college. She is raising two children, and has been working part-time at Basha’s supermarket for 6 years. She took a Spanish proficiency language exam and passed this. Sam is an artist.

How can transfer work? The courses that Sam can transfer are:

- 3 credits - MATH 125 (from AP exam; Satisfies math requirement for all students for Arizona General Education Curriculum)
- 3 credits - ENGL 101 (from AP exam; part of Arizona General Education Curriculum)
- 25 credits from Community College (the courses assigned depend on the actual courses; will include most of Arizona General Education Curriculum)
- 10-20 credits from Spanish proficiency language (Depending on the exam grade and exam, Satisfies foreign language requirement of Arizona General Education Curriculum)
- Total transferred is 41-51 credit hours, plus.
- There may be additional credit for the artwork as practical arts; and internships.
- There could also be credit transfer from military training courses.

Our admissions process will discuss with Sam her dreams and whether she prefers the part-time or full-time study option, and what courses she wants to try. We would like to know why she dropped out of college, and consider it positive that Sam has had a stable part-time job. We will also consider internship experiences, and work together Sam to consider her future employment ambitions.

\(^6\) 34CFR 600.2 (11/1/2010)
(4) **Curriculum for Undergraduate Degrees**

On the following pages are tables list some of the available courses for each degree with the credit hours and contact hours.

---

(5) **Table of Other Language Options and Semesters Abroad**

Given the International Nature of AUSN we offer tailor-made courses for language study, including cultural immersion. The courses will be taught provided there is a minimum number of students in each class. In U.S. Universities these “Other languages” are called foreign languages, however, as a decolonized University we use the term “Other” for the mother tongue of people who speak a different language to English.

Among the common languages available for our classes are the ones in the table below.

**Table of Languages in the Undergraduate Curriculum**

<table>
<thead>
<tr>
<th>Language</th>
<th>Credit hours</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apache</td>
<td>3-12</td>
<td>variable</td>
</tr>
<tr>
<td>Navajo</td>
<td>3-12</td>
<td>variable</td>
</tr>
<tr>
<td>Arabic (Modern)</td>
<td>3-21</td>
<td>variable</td>
</tr>
<tr>
<td>Chinese (Mandarin)</td>
<td>3-12</td>
<td>variable</td>
</tr>
<tr>
<td>Japanese</td>
<td>3-12</td>
<td>variable</td>
</tr>
<tr>
<td>Spanish</td>
<td>3-21</td>
<td>variable</td>
</tr>
<tr>
<td>Thai</td>
<td>3-12</td>
<td>Variable</td>
</tr>
</tbody>
</table>

It is also possible through our cooperation agreements to study some specialized courses in a language other than English, e.g. through spending 1-2 semesters abroad at one of the many overseas universities.

Currently AUSN does not offer these language options in postgraduate degrees formally, but interested students should write to the Dean.
(6) **Curriculum for the Associate Degree**

A minimum 67 Credit hours from the 93 Credit Hours (Substitutions of electives from Bachelors list may be approved upon application)*

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credit</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101</td>
<td>Freshman Composition 1</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ENG102</td>
<td>Freshman Composition 2</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>JOUR201</td>
<td>Journalism 1 (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>JOUR202</td>
<td>Journalism 2 (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>MTH104</td>
<td>Mathematics 1</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>MTH114</td>
<td>Mathematics 2 (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>STAT110</td>
<td>Statistics 1 (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>COMP110</td>
<td>Computer science 1 (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ACC200</td>
<td>Financial Accounting (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td><em>Arts &amp; Humanities (Minimum 9):</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART214</td>
<td>Art History Prehistory to 1500 AD</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ART101</td>
<td>Art Practical (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>MUS110</td>
<td>Music and Dance Around the World</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>MUS210</td>
<td>Music and Social Change (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>BIOE201</td>
<td>Bioethics Across Cultures</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td><em>Social &amp; Behavioral Sciences (Minimum 9):</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST101</td>
<td>Decolonized World History</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SOC111</td>
<td>Sociology and Colonization</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>PHIL230</td>
<td>Philosophy Around the World</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>PHYS101</td>
<td>Psychology 1 (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ECO200</td>
<td>Macroeconomics (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ECO201</td>
<td>Microeconomics (elective)</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>HIST201</td>
<td>Deception and U.S. History</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>SOC230</td>
<td>Race and Ethnicity</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>GEN230</td>
<td>Gender Studies 1</td>
<td>3</td>
<td>45</td>
</tr>
</tbody>
</table>

*Physical and Biological Sciences (Min. 9):*
### Curriculum for the Bachelor of Arts Degree

A minimum of 120 Credit hours from the 93 Credit Hours listed in the Table for Associate Degrees; the Table for Languages; combined with courses from the B.A. Table below/*

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name (Electives)</th>
<th>Credit</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU300</td>
<td>Education 1</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>EDU400</td>
<td>Education 2</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ESTE400</td>
<td>Ethics of Science and Technology</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>GPHP300</td>
<td>Global Public Health and Peace</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ENET400</td>
<td>Environmental Ethics</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>HRSP400</td>
<td>Human Research Subject Protection</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>PHLE400</td>
<td>Public Health Law, Ethics &amp; Policy Analysis</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>MANG401</td>
<td>Management and Leadership</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>HRM401</td>
<td>Human Resource Management</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>BAAS401</td>
<td>B.A. Advanced Seminar 1</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>BAAS402</td>
<td>B.A. Advanced Seminar 2</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>BAAS403</td>
<td>B.A. Advanced Seminar 3</td>
<td>6</td>
<td>90</td>
</tr>
</tbody>
</table>

Note that students may also apply to take some graduate level courses, and AUSN reserves the right to add further courses according to popular demand.
Curriculum for the Bachelor of Science Degree
A minimum of 120 Credit hours from the 93 Credit Hours listed in the Table for Associate Degrees; the Other Language Options; combined with courses from the B.Sc. Table below/*

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name (Electives)</th>
<th>Credit</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGE300</td>
<td>Bioethics and Genetics</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ENET400</td>
<td>Environmental Ethics</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ESPH300</td>
<td>Essentials of Public Health</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>ESTE400</td>
<td>Ethics of Science and Technology</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>GPHP300</td>
<td>Global Public Health and Peace</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>HRSP400</td>
<td>Human Research Subject Protection</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>PHLE400</td>
<td>Public Health Law, Ethics &amp; Policy Analysis</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>BIOL401</td>
<td>Advanced Biology</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>CHEM402</td>
<td>Advanced Chemistry</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>BIOC403</td>
<td>Biochemistry and Molecular Biology</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>ENSC401</td>
<td>Environmental Sciences 2</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>ELAW401</td>
<td>Environmental Law 1</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>BSAS401</td>
<td>B.Sc. Advanced Seminar 1</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>BSAS402</td>
<td>B.Sc. Advanced Seminar 2</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>BSAS403</td>
<td>B.Sc. Advanced Seminar 3</td>
<td>6</td>
<td>90</td>
</tr>
</tbody>
</table>

Note that students may also apply to take some graduate level courses, and AUSN reserves the right to add further courses according to popular demand.
### IX. Postgraduate Certificate Programs

The Postgraduate Certificate programs offered by AUSN are in five specific areas. The Certificate programs will be primarily for national and international students and professionals who desire to obtain further education in the various subject areas, but are not yet ready to attend the AUSN onsite residential Master Degree granting programs. The instructional methodology for the AUSN Certificate programs is blended/hybrid (partially residential and partially online (distance)). AUSN Postgraduate Certificate programs include the following:

1. Postgraduate Certificate in Public Health (CPH)
2. Postgraduate Certificate in Bioethics and Global Public Health (CBGPH)
3. Postgraduate Certificate in Healthcare Administration (CHA)
4. Postgraduate Certificate in Business Administration (CBA)
5. Postgraduate Certificate in Community and Peace (CCP)

The Certificate programs which AUSN will offer are discussed in detail individually below, after the common administrative procedures.

### A. Common Administrative Policies for All Postgraduate Certificate Programs

1. **Admissions**
   
   Admission to AUSN Postgraduate Certificate Programs are a competitive process which gives students an opportunity to further advance their life, career, influence the progress of society, and advance the public's health.

   Generally, students are admitted to an AUSN program upon proof of enrollment in college or university studies, or who are working adults or professionals with such a college background, who are interested in learning more about the field of Public Health. The AUSN Admissions Committee is responsible for the final decision as to the admission of any applicant to the program. The Admission Committee is selected from a pool of the Dean, the Provost, Members of the Faculty, and various individuals from the community, the AUSN Board of Advisers and Board of Governors.

   Criteria for admission to an AUSN postgraduate certificate program includes the following:

   a. Current or prior successful enrollment in or completion of a Baccalaureate degree, or other college or university degree from an accredited and recognized college or university; or exceptionally the equivalent professional experience.
   b. The applicant must have maintained an overall grade point average (GPA) of at least 2.5; or equivalent, from all prior academic course work.
   c. Have submitted a completed Application for Admission.
   d. Have submitted a Personal Statement.
   e. Demonstrate the requisite maturity and ability which would indicate the applicant would be successful in the study of public health.
   f. Have provided the contact details of two (2) references (Preferably from prior instructors or Professors; and not from family members).
(g) Have submitted official copies of School Transcripts from the applicants prior college or university studies.
(h) Have submitted copies of professional licenses, if any.
(i) Consideration of Special Circumstances. The applicant may submit any additional information, documentation, comments, or explanations which he/she believes may be further explanatory and beneficial to the applicants successful candidacy for admission to the AUSN Postgraduate Certificate Programs.

(2). **Application Procedure**
All applicants for admission to an AUSN postgraduate certificate program must submit their Application for Admission to the Admissions Committee with the following information:
(a). Completed Application Form
   (1). Must contain an active email address  (2). Must contain a Photo of the Applicant  (3). Must contain a completed Personal Statement
(b). Copies of official transcripts from all colleges and universities previously attended
(c). Letters of Recommendation
(d). A $50.00 non-refundable application fee.
Applications may be submitted either online or via regular mail; online submission or submission as a pdf email attachment is preferred.

(3). **Instructional Methodology**
The instructional methodology in the program is that of a hybrid program which includes both onsite residential involvement and online instruction.

(4). **No clinical Training / Externships**

(6). **Equipment / Technology Requirements of Students**
Students are required to own their own laptop or desktop computer which contains Microsoft Word / Power Point / Excel (or an equivalent software program), and an Internet connection to join classes in addition to in person classes.

(7). **Graduation Requirements**
AUSN requirements for graduation for the award of a postgraduate certificate shall include the following:
(a) Completion of all required courses of the required core course curriculum.
(b) Received a Grade Point Average of 3.0 or better (4.0 scale) for each core curriculum subject.
(c) Have no Honor Code violations.
(d) Have complied with all AUSN rules and regulations, and be current in any fees or tuition of AUSN.

(8). **Skills / Job to be Learned**
The postgraduate certificates are non-clinical programs which do not require manual skill sets to be learned nor vocational jobs to be performed.

(9). **No Licensing Requirements / Requirements to Practice**
B. **Postgraduate Certificate in Public Health (CPH)**

(1). **AUSN CPH Mission**

The Mission of AUSN Certificate in Public Health (CPH) Program is designed to advance the public health of all peoples and populations, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the health status and quality of life all global communities.

(2). **AUSN CPH Vision**

The Vision of AUSN CPH Program is to be the certificate program of choice for those individuals who are committed to community, global leadership, and are dedicated to preventing disease, promoting health, and protecting the well-being of the public of all nations and all peoples.

(3). **AUSN CPH Values**

Because public health is complex, inherently multi-disciplinary, and concerns the practice of preventing and managing disease, promoting good health within groups of people, and advancing healthcare access and health care for all peoples, the values that guide AUSN CPH Program include the following:

- to increase the awareness of public health as a public good and fundamental right;
- to promote diversity in culture and political thought;
- to treat all people with respect and to promote intercultural understanding;
- to promote academic excellence and the pursuit of truth;
- to promote human rights, fundamental freedoms, peace, and the sense of human dignity and human respect of all peoples;
- to promote and protect the human rights of all human research subjects of experimentation;
- to promote the covenants and tenants of the World Health Organization (WHO), especially inclusive of:
  
  “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”
  
  “The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.”
  
  “The health of all peoples is fundamental to the attainment of peace and security and is dependent upon the fullest co-operation of individuals and States.”
  
  “Unequal development in different countries in the promotion of health and control of disease, especially communicable disease, is a common danger.”
(4). **CPH Program Description**

AUSN CPH Program is a hybrid educational program (part onsite and online instruction) which is designed to give those college and university students, as well as working adults and professionals, who are dedicated to enhancing the health status and quality of life of all global communities, the basic competent knowledge and creative and critical-thinking ability to improve the public's health, but who desire to not pursue a full graduate degree program. Certificate courses may not be use for future MPH Degree completion requirements. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs.

(5). **Statement of Purpose**

The purpose of AUSN CPH Program of study is to serve as an introduction to the field of Public Health and sets the stage for future scholarship and advancement. It is designed for those individuals who are currently working in, or desire to work in, public health agencies, non-governmental organizations, hospitals, medical centers, clinics, surgery centers, nursing homes or rehabilitation centers, or desire more information on public health, both nationally and globally, and may be interested in working in fields related to healthcare administration/management.

(6). **Length in Time / Units – Clock Hours**

Typically, the core subjects of AUSN CPH program can be completed within three to six months; but must be completed within two years of initiation of study. The Core CPH Curriculum (see below) requires ten (10) semester credit hours; accordingly, there will be 150 clock hours of instruction.

(7). **CPH Curriculum and Subjects**

<table>
<thead>
<tr>
<th>CPH Core Curriculum</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Public Health Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Community Health</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Environmental Health</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Health Behavior</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Public Health</td>
<td>2</td>
</tr>
</tbody>
</table>

|                                               |       |
|                                               | **10**|

The CPH curriculum at AUSN consists of five required core courses as included in the table.

(8). **“Ten Essential Services of Public Health”**

In order to promote and provide a working definition of public health, and a guiding framework for the responsibilities of public health specialists and systems, AUSN CPH Program supports and provides educational instruction in the “Ten Essential Services of Public Health,” (as originally created by the U.S. Centers for Disease Control and Prevention, Core Public Health
Functions Steering Committee and the U.S. Public Health), which include the following responsibilities to: (a) Monitor health status to identify and solve community health problems. (b) Diagnose and investigate health problems and health hazards in the community. (c) Inform, educate, and empower people about health issues. (d) Mobilize community partnerships and action to identify and solve health problems. (e) Develop policies and plans that support individual and community health goals and efforts. (f) Enforce laws and regulations that protect health and ensure safety. (g) Link people to needed personal health services and assure the provision of health care when otherwise unavailable. (h) Assure a skilled and competent public health care workforce. (9) Evaluate effectiveness, accessibility, and quality of personal and population-based health services. (i) Research for new insights and apply innovative solutions to health problems.

(9). **AUSN CPH Required Core Competencies**

Upon graduation, all AUSN CPH students will have the following core competencies as related to the various public health disciplines specified in the Associations of Schools of Public Health, Education Committee Report, Master’s Degree in Public Health Core Competency Development Project, and as included below.

(a). **Public Health Ethics**

AUSN CPH graduates shall have sufficiently mastered the public health core competencies such that they will be able to describe the legal and ethical bases for public health.

(b). **Health Policy and Management**

AUSN CPH graduates shall have sufficiently mastered the public health core competencies such that they will be able to explain methods of ensuring community health safety and preparedness.

(c). **Social and Behavioral Sciences**

AUSN CPH graduates shall have sufficiently mastered the public health core competencies such that they will be able to:

1. Identify the role of social/community factors in public health problems.
2. Explain the features of racial and ethnic disparities.
3. Identify historical events leading to the development of public health.

(d). **Environmental Health Science**

1. Describe the direct and indirect human effects of major environmental and occupational agents.
2. Specify current environmental risks and hazards.

(e). **Epidemiology**

1. Explain the importance of epidemiology in public health and general medicine.
2. Identify key sources of epidemiologic data.
3. Identify the principles of public health screening programs.
4. Apply the basic terminology and definitions of epidemiology.
f. **Biostatistics**  
AUSN CPH graduates shall have sufficiently mastered the public health core competencies such that they will be able to:  
1. Describe the role biostatistics serves in the discipline of public health.  
2. Identify vital statistics and other key data sources, and apply descriptive techniques commonly used to summarize public health data.

c. **Postgraduate Certificate in Bioethics and Global Public Health (CBGPH)**

1. **AUSN CBGPH Mission**  
The Mission of AUSN Certificate in Bioethics and Global Public Health (CBGPH) Program is to promote the ethical reasoning of all peoples, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the quality of life of all global communities.

2. **AUSN CBGPH Vision**  
The Vision of AUSN CBGPH Program is to be the Certificate in Bioethics program of choice for those individuals who are committed to learning inter-cultural bioethics applicable for community, global leadership, and are dedicated to promoting ethical public policy and practices, and protecting the well-being of the environment and public of all nations and all peoples.

3. **AUSN CBGPH Values**  
Because bioethics and global public health are complex disciplines, inherently multi-disciplinary, and concern the practice of preventing and managing disease, promoting good health within groups of people, and advancing healthcare access and health care for all peoples, the values that guide the AUSN CBGPH Program include the following:  
- to increase the awareness of public health as a public good and fundamental right;  
- to promote diversity in ethical decision-making, culture and political thought;  
- to treat all people with respect and to promote intercultural understanding;  
- to promote academic excellence and the pursuit of truth;  
- to promote human rights, fundamental freedoms, peace, and the sense of human dignity and human respect of all peoples;  
- to promote and protect the human rights of all human research subjects of experimentation;  
- to understand the ethical principles of different sovereign nations of Peoples around the world and the United Nations;  
- to apply the Universal Declaration on Bioethics and Human Rights.

4. **CBGPH Program Description**
AUSN CBGPH Program is a hybrid educational program (requiring part onsite and online instruction) which is intended to provide academically qualified individuals who are dedicated to enhancing the status and quality of life all global communities, the basic competent knowledge and creative and critical-thinking ability to improve the public’s health. The CBGPH Program is designed to give both college and university students, working adults and professionals, who cannot pursue a full graduate degree program, skills that will enhance their contributions to society. Certificate courses may not be use for future MPH Degree nor Master in Bioethics and Public Health Degree completion requirements. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs.

(5). Statement of Purpose

The purpose of AUSN CBGPH program of study is two-fold. First, upon successful completion of the AUSN CBGPH Program and master of its required competencies, graduate students will be better capable of performing their activities related to bioethics, as well as public health, and influence and improve community health outcomes by working for academic institutions, think tanks, public health agencies, non-governmental organizations, hospitals, medical centers, clinics, nursing homes or rehabilitation centers. Second, the AUSN CBGPH program will be offered to existing professionals (e.g., RN, MD, JD, Hospital Administrators, Healthcare CEO’s, Engineers, Teachers, etc.) who will benefit from the added knowledge and expertise with respect to bioethics, public health, the health management of populations, and the management of hospitals, medical centers, surgery centers, clinics, nursing homes, etc.; in those circumstances the CBGPH will enhance their career goals and aspirations.

(6). Length in Time / Units – Clock Hours

The core subjects of AUSN CBGPH program can be completed within three to six months; but must be completed within two years of initiation of study. The Core CBGPH Curriculum (see below) requires ten (10) semester credit hours; accordingly, there will be 150 clock hours of instruction.

(7). CBGPH Curriculum and Subjects

AUSN CBGPH certificate will prepare students for roles as health professionals and community leaders in a multiethnic community, by sharing a cross-cultural perspective of bioethics through the diverse international advisory and adjunct faculty, in cooperation with the Institute of Indigenous Peoples and Global Studies. The program will draw upon the wide extent international experience of the resident and visiting faculty, as well as their multidisciplinary qualifications, to offer a cross-cultural program that will be arguably the most international bioethics certificate program to be offered in the USA. The program will assist in the training of leaders who can assist people to rediscover their indigenous values and apply these to contemporary moral dilemmas of medicine, science and technology and the environment, with the wisdom that cross-cultural faculty can provide.

The Certificate in Bioethics and Global Public Health (CBGPH) curriculum at AUSN is organized around core disciplines of bioethics and global public health as indicated below:
The AUSN is committed to educating students that will be global citizens with ethical integrity able to guide policy that will lessen the gaps that exist between the health and life outcomes of the populations of the privileged and those who are not. Global responsibilities for promotion of a good life for all (not only humankind) are necessary for our sustainable future.

(8). **AUSN CBGPH Required Core Competencies**

Upon graduation, all AUSN CBGPH students will have the following core competencies as related to the various public health disciplines specified in the Associations of Schools of Public Health, Education Committee Report, Master’s Degree in Public Health Core Competency Development Project, American Society for Bioethics and Humanities, UNESCO Bioethics Core Curriculum, and as included below.

(a). **Public Health Ethics**
AUSN CBGPH graduates shall have sufficiently mastered the core competencies such that they will be able to describe the legal and ethical bases for public health.

(b). **Health Policy and Management**
AUSN CBGPH graduates shall have sufficiently mastered the core competencies such that they will be able to explain methods of ensuring community health safety and preparedness.

(c). **Social and Behavioral Sciences**
(1) Identify the role of social/community factors in public health problems.
(2) Explain the features of racial and ethnic disparities.
(3) Identify historical events leading to the development of public health.

(d). **Environmental Health Science**
(1) Describe the direct and indirect human effects of major environmental and occupational agents.
(2) Specify current environmental risks and hazards.

(e). **Epidemiology**
(1) Explain the importance of epidemiology in public health and general medicine.
(2) Identify key sources of epidemiologic data.

<table>
<thead>
<tr>
<th>CBGPH Core Curriculum</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Bioethics Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Bioethics and Cultural Frameworks</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Bioethics and Genetics</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Global Public Health and Peace</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Public Health Law, Ethics and Policy Analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
(3) Identify the principles of public health screening programs.
(4) Apply the basic terminology and definitions of epidemiology.

(f). **Bioethics**

(1) Analyze ethical situations that arise in health care, public health, pastoral care, patient advocacy, genetics, medical social work, medical research, environmental sciences and the life sciences.
(2) Identify ethical dilemmas through different lenses, including those of gender lens, ability studies, and the perspectives of indigenous communities.
(3) Create and scrutinize policies and practices in various settings,
(4) Apply Principles of the UNESCO Bioethics Core Curriculum into real settings.
(5) Think and write critically about these issues from the perspectives of Indigenous Peoples and Global Studies.
D. Postgraduate Certificate in Healthcare Administration (CHA)

(1) **AUSN CHA Mission**

The Mission of the AUSN Certificate in Healthcare Administration (CHA) is to provide students with a comprehensive, practical, and interdisciplinary set of core competencies, which will introduce them to and prepare them for a career in healthcare administration and help them advance the public's health of populations and Peoples.

(2) **AUSN CHA Vision**

The Vision of AUSN CHA Program is to be recognized for excellence in healthcare administration and for protecting human respect and human dignity and the well-being of the public of all nations and all Peoples.

(3) **AUSN CHA Values**

Because healthcare administration serves as an interdisciplinary bridge between healthcare access and health care, and advancing healthcare access and health outcomes for all Peoples, the values that guide AUSN CHA Program include the following:

- to promote creative and critical-thinking and intellectual vigor
- to promote professionalism; ethical leadership and life-long learning
- to increase the awareness of public health as a public good and fundamental rights
- to promote diversity in decision-making, culture and political thought
- to treat all people with respect and to promote intercultural understanding
- to promote academic excellence and the pursuit of truth
- to promote human rights, fundamental freedoms, peace, and the sense of human dignity and human respect of all peoples
- to promote and protect the human rights of all human research subjects of experimentation
- to understand the ethical principles of different sovereign nations of Peoples around the world

(4) **AUSN CHA Program Description**

AUSN CHA Program is a hybrid educational program (requiring part online and part onsite instruction) which is intended to provide students with basic competent knowledge and creative and critical-thinking ability so that they may be properly introduced to the filed of healthcare administration, in hopes that they may desire to further their study and commitment to healthcare administration and in improving the public’s health. The courses in the CHA Program may not be credited or applied to the AUSN Master of Healthcare Administration academic graduate degree. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs.
(5). **Statement of Purpose**

The purpose of AUSN CHA program is to offer premier knowledge and critical–thinking skills to those individuals who are contemplating a career in healthcare administration, but are not yet able to study for advanced higher educational degrees such as the Master of Healthcare Administration. The Program shall provide them basic fundamental knowledge in healthcare administration which will enhance their current healthcare employment, while preparing them for further study.

(6). **Length in Time / Units – Clock Hours**

Typically, the core subjects of AUSN CHA program can be completed within three to six months; but must be completed within two years. The Core CHA Curriculum (see below) requires ten (10) semester credit hours; accordingly, there will be 150 clock hours of instruction.

(7). **CHA Curriculum and Subjects**

AUSN CHA Program curriculum is guided by the critical domains and core competencies of the HLA and include the following courses:

<table>
<thead>
<tr>
<th>AUSN CHA Core Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Research Seminar in Healthcare Management</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Healthcare Systems</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Public Health</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Healthcare Management</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Community Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

(8). **AUSN CHA Required Core Competencies**

AUSN CHA program utilizes the American College of Health Executives (ACHE) Healthcare Leadership Alliance (HLA) domains and competencies. The HLA is comprised of the nation's premier professional organizations that together represent more than 140,000 members across the major healthcare management sectors. The HLA is comprised of the following organizations: American College of Healthcare Executives (ACHE); American College of Physician Executives (ACPE); American Organization of Nurse Executives (AONE); Healthcare Financial Management Association (HFMA); Healthcare Information And Management Systems Society (HIMSS); and, the Medical Group Management Association.
(MGMA) and its certifying body, The American College of Medical Practice Executives (ACMPE).

CHA Program Educational Objectives: The CHA program introduces students to basic core healthcare administration knowledge and careers in health services management in a broad range of health care organizations.

The critical domains of the CHA competencies include: Communication and Relationship Management; Leadership; Professionalism; Knowledge of the Healthcare Environment; and Business Skills and Knowledge, and are as follows:

(a). **Communication and Relationship Management**
   (1) Apply principles of communication and demonstrate specific applications
   (2) Facilitate group dynamics, process, meetings, and discussion
   (3) Utilize effective interpersonal skills

(b). **Leadership**
   (1) Explain core features of leadership
   (2) Accurately assess individual strengths and weaknesses

(c). **Professionalism**
   (1) Understand professional standards and codes of ethical behavior
   (2) Demonstrate professional norms and behaviors

(d). **Knowledge of the Healthcare Environment**
   (1) Assess the interrelationships among health care access, quality, accountability, and community

(e). **Business Skills and Knowledge**
   (1) Demonstrate critical thinking, analysis, and problem solving in healthcare management
   (2) Explain project management techniques
Postgraduate Certificate in Business Administration (CBA)

(1). **AUSN CBA Mission**

The Mission of the AUSN Certificate of Business Administration (CBA) Program is to provide students with core knowledge which will enhance their career in healthcare business administration and management.

(2). **AUSN CBA Vision**

The Vision of AUSN CBA Program is to contribute significantly to the growth of all individuals, nations, and Peoples, by providing education to students in business administration who will be able to significantly increase the healthcare status of all populations.

(3). **AUSN CBA Values**

Because healthcare and public health is complex and inherently multi-disciplinary, the values that guide the AUSN CBA Program include the following:
- the awareness of public health and healthcare as a public good and fundamental right;
- the promotion of diversity in culture and political thought;
- the promotion of academic excellence and scholarship;
- to promotion of critical-thinking and creative analysis

(4). **CBA Program Description**
AUSN CBA Program is a hybrid educational program (partly onsite and partly online) which will provide students basic fundamental core business administration and management knowledge which will enhance their present career and increase their desire to formally study advanced topics in the Master of Business Administration (MBA) degree program at AUSN. The CBA Program is an entry level program which will be oriented toward healthcare and healthcare organizations, and those individuals currently employed in such fields. Credits earned in the CBA program may not be applied or credited in the AUSH MBA program. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs.

(5). **Statement of Purpose**

The purpose of AUSN CBA program of study is to prepare the future healthcare leaders of tomorrow, who must be able to integrate the basic fundamental core business administration and management knowledge with principles relating to public health and healthcare access, to successfully contribute to their community by preserving the public’s health.

(6). **Length in Time / Units – Clock Hours**

Typically, the core subjects of AUSN CBA program can be completed within three to six months; but must be completed within two years. The Core CBA Curriculum (see below) requires ten (10) semester credit hours; accordingly, there will be 150 clock hours of instruction.

(7). **CBA Curriculum and Subjects**

AUSN CBA Program curriculum consists of various required core courses as follows:

<table>
<thead>
<tr>
<th>Core CBA Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Research Seminar in Business Administration</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Business Law and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Healthcare Management</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Operations Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

(8). **AUSN CBA Required Core Competencies**

Upon graduation, all AUSN CBA students will have the following core competencies to prepare them to become effective healthcare leaders of tomorrow, and shall be able to:

(a). **Integrative Leadership**

Develop oral and written communication skills, and effectively work in teams developing leadership skills.
(b). **Ethical Leadership**
Promote ethical business practices.

(c). **Global Responsibility and Diversity**
Appreciate the differences in business practices amongst different national and international cultures.

(d). **Core Knowledge**
Obtain basic business administration.

(e). **Critical Thinking and Problem Solving**
Learn critical-thinking and analysis
F. Postgraduate Certificate in Community and Peace (CCP)

(1). AUSN CCP Mission

The Mission of AUSN Certificate in Community and Peace (CCP) Program is to promote the solidarity of communities to work in construction of peaceful relations between all groups, and assist in community rebuilding after disasters. The program will be designed to enhance the ethical reasoning of all peoples, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the quality of life of all global communities.

(2). AUSN CCP Vision

The Vision of AUSN CCP Program is to be the Certificate in community rebuilding and peace studies program of choice for those individuals who are committed to learning inter-cultural bioethics applicable for community, global leadership, and are dedicated to promoting ethical public policy and practices, and protecting the well-being of the environment and public of all nations and all peoples.

(3). AUSN CCP Values

Because community, disaster recovery and peace are complex disciplines, inherently multi-disciplinary, and concern the practice of preventing and managing disease, promoting good health and relationships within groups of people, and advancing access to community services for all peoples, the values that guide the AUSN CCP Program include the following:

- to increase the awareness of public health as a public good and fundamental right;
- to promote diversity in ethical decision-making, culture and political thought;
- to treat all people with respect and to promote intercultural understanding to promote community solidarity;
- to promote academic excellence and the pursuit of truth;
- to promote human rights, fundamental freedoms, peace, and the sense of human dignity and human respect of all peoples and communities;
- to promote and protect the human rights of all people in times of disaster and in times of conflict;
- to understand the ethical principles of different communities and sovereign nations of Peoples around the world and the United Nations.

(4). CCP Program Description

AUSN CCP Program is a hybrid educational program (requiring part onsite and online instruction) which is intended to provide academically qualified individuals who are dedicated to enhancing peace, the status and quality of life all global communities, the basic competent knowledge and creative and critical-thinking ability to improve the public’s health. AUSN has
adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and certificate programs.

The CCP Program is designed to give both college and university students, working adults and professionals, skills that will enhance their contributions to communities. The Certificate in Community and Peace Program will prepare students for roles as community leaders around the world, in cooperation with the Institute of Indigenous Peoples and Global Studies. It will offer theoretical background to the associated community programs of Youth Peace Ambassadors International and Youth Looking Beyond Disaster, both of which are extensive international networks of young professionals and experts that were developed by Dr. Darryl Macer at Eubios Ethics Institute. AUSN is one of the cosponsors of the program, and this will also enhance linkages between US and international youth and experts.

(5). **Statement of Purpose**

The purpose of the AUSH CCP program of study is to enhance peace in communities and give persons skills to recovery from disasters. Upon successful completion of the AUSN CCP Program and master of its required competencies, graduate students will be better capable of assisting communities to work for peace which will also improve community health outcomes. The Certificate extends bioethics to peace and disaster ethics. The persons who complete the certificate can work for academic institutions, think tanks, public health agencies, non-governmental and volunteer organizations, hospitals, medical centers, clinics, nursing homes or rehabilitation centers.

(6). **Length in Time / Units – Clock Hours**

The core subjects of AUSN CCP program can be completed within three to six months; but must be completed within two years of initiation of study. The Core CCP Curriculum (see below) requires ten (10) semester credit hours; accordingly, there will be 150 clock hours of instruction.

<table>
<thead>
<tr>
<th>CCP Core Curriculum</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Community and Peace Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Global and Local Concepts of Peace</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Bioethics and Cultural Frameworks</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Community Health</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Disaster Prevention</td>
<td>2</td>
</tr>
</tbody>
</table>

|                     | 10    |
(7) CCP Curriculum and Subjects
The Certificate in Community and Peace (CCP) curriculum at AUSN is organized around core disciplines of Community and Peace as indicated below:

(8) AUSN CCP Required Core Competencies

Upon graduation, all AUSN CCP students will have the following core competencies as related to the various public health disciplines specified in the Associations of Schools of Public Health, Education Committee Report, Master’s Degree in Public Health Core Competency Development Project, American Society for Bioethics and Humanities, Youth Looking Beyond Disaster - Sendai Communique, and as included below.

(a) Public Health Ethics
AUSN CCP graduates shall have sufficiently mastered the public health core competencies such that they will be able to describe the legal and ethical bases for public health.

(b) Health Policy and Management
AUSN CCP graduates shall have sufficiently mastered the public health core competencies such that they will be able to explain methods of ensuring community health safety and preparedness.

(c) Social and Behavioral Sciences
AUSN CCP graduates shall have sufficiently mastered the public health core competencies such that they will be able to:
   (1) Identify the role of social/community factors in public health problems.
   (2) Explain the features of racial and ethnic disparities.
   (3) Identify historical events leading to the development of public health.

(d) Environmental Health Science
AUSN CCP graduates shall have sufficiently mastered the public health core competencies such that they will be able to:
   (1) Describe the direct and indirect human effects of major environmental and occupational agents.
   (2) Specify current environmental risks and hazards.

(e) Epidemiology
AUSN CCP graduates shall have sufficiently mastered the public health core competencies such that they will be able to:
   (1) Explain the importance of epidemiology in public health and general medicine.
   (2) Identify key sources of epidemiologic data.
   (3) Identify the principles of public health screening programs.
   (4) Apply the basic terminology and definitions of epidemiology.

(f) Bioethics
AUSN CCP graduates shall have sufficiently mastered the bioethics core competencies such that they will be able to:
(1) Analyze ethical situations that arise in health care, public health, pastoral care, patient advocacy, genetics, medical social work, medical research, environmental sciences and the life sciences.

(2) Identify ethical dilemmas through different lens, including those of gender lens, ability studies, and the perspectives of indigenous communities.

(3) Create and scrutinize policies and practices in various settings.

(4) Professional ethics and responsibilities in different fields of medicine, science, public health, geology, hydrology, engineering and technology, that are particularly relevant to assisting communities in rebuilding from disasters.

(g). **Peace Building**

AUSN CCP graduates shall have sufficiently mastered the peace core competencies such that they will be able to:

(1) Understand the main structural and psycho-cultural theories about the cause of conflict and methods to overcome this.

(2) Be aware of the options for intervention, and the theories behind different conflict resolution approaches.

(3) Understand the range of peace activities that have been used in different countries and communities, and how community service organizations can complement the government services.

(h). **Disaster Prevention and Management**

AUSN CCP graduates shall have sufficiently mastered the disaster prevention core competencies such that they will be able to:

(1) Understand different approaches to disaster prevention, management and recovery that are associated with different forms of natural disaster.

(2) Be aware of the importance of education for all stages of a disaster.

(3) Be aware of triage, and the importance of disaster preparedness plans and lines of authority that communities can benefit from in response to disasters.

(4) Understand the range of community activities that have been used in different countries and communities in rebuilding communities affected by disaster, and how community service organizations can complement the government services.

(5) Have an introduction to the wide range of disciplines, such as engineering, geology, hydrology, health care, information technology, psychology, conflict management, etc., that can assist in disaster prevention, and management.
IX. General Policies

The following general policies are applicable to all students who engage in either study in any of the academic degree or educational certificate programs at AUSN.

A. **Americans With Disabilities Act**

AUSN shall comply with all federal laws requiring universities to provide reasonable accommodation(s) to students with documented disabilities that may substantially impair or limit the students’ ability to achieve their maximum academic potential. Students with a disability have a right to reasonable accommodation in accordance with the Americans With Disabilities Act. Any student requesting such accommodation should inform the Dean of Students, in writing, of their requested accommodation. Each request for an accommodation shall be examined on a case-by-case basis. The Dean of Students, or the Dean’s designee, shall meet with the student to assess the student’s individual needs.

B. **Family Educational Rights and Privacy Act of 1974**

AUSN vigorously and strictly protects the privacy and confidentiality of all student records. Accordingly, AUSN observes and obeys all provisions as provided under the Family Educational Rights and Privacy Act of 1974 (FERPA, Public Law 93-380, or the Buckley Amendment). FERPA provides, generally, that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without consent of the student. “Students” includes both current and former students. Any right to inspect and review student records shall be in strict accordance with FERPA. All student records will be located at the Registrar’s Office of AUSN.

Students may arrange for an appointment with the Registrar to inspect their records. Access must be granted no later than forty-five working days after written request. Students have the right and may amend or correct the factual accuracy of their student records if information is inaccurate, misleading or incomplete. Further, students have the right to a hearing if the records are not corrected. A student who is dissatisfied with the results of a hearing may place a statement in their student records indicating their dissatisfaction. Any student is free to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by AUSN to comply with FERPA by contacting the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 330 Independence Avenue, SW, Washington, D.C. 20201.

Generally, parents and spouses do not have the right to view records without the written consent of students. Under federal law, AUSN cannot release personally identifiable information from the educational records of students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. The student’s written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes.
Parents requesting information may generally be granted access after submission to the university of an affidavit or other evidence of federal income tax dependency.

AUSN policy on FERPA and student records is not intended to be fully explanatory of student rights either under FERPA or Arizona law.

C. Fraternities / Sororities
AUSN encourages the cultivation of honorary professional fraternities and sororities which offer open enrollment.

D. Holidays
The following is a list of official holidays during which AUSN will not generally hold residential classes:

New Year’s Day
Martin Luther King’ Birthday
Memorial Day
Independence Day
Labor Day
Thanksgiving Day
Christmas Day

AUSN will not penalise students for non-attendance of classes on these or any other days of special significance to the student, such as religious festivals and national holidays in their countries.

E. Non- Discrimination Policy
AUSN is profoundly committed to equality – whether in employment, education or any other activity. Accordingly, AUSN has adopted a racially nondiscriminatory policy as to AUSN employment of staff, Faculty, acquisition of Board of Governors and Board of Trustees; student admissions, student scholarships, academic degree programs, educational certificate programs, and as AUSN policies may be referenced in AUSN brochures, advertisements, and Application forms. AUSN is intolerant of and prohibits discrimination in any matter and on any basis, inclusive of but not limited to age, color, ethnicity, disability, financial status, national origin, race, religion, sex, sexual orientation, or any other legally protected characteristic.

Additionally, being consistent with sound educational policy, AUSN shall demonstrate and maintain, by concrete action, a commitment to providing full opportunities for the graduate study and entry into the learned professions by qualified members of groups (notably racial and ethnic minorities; and other vulnerable and disadvantaged groups of Peoples) that have been victims of discrimination in the past. AUSN shall maintain equality of opportunity in education, in admission and retention of students and hiring, retention and promotion of faculty without discrimination or segregation on the grounds of race, color, religion, national origin, sex, age, marital status, disability, or sexual orientation. Any person with a grievance
should follow the grievance policy provisions.

F. **Placement Assistance / Student Services**
AUSN provides limited placement assistance for students through its extensive networks.

G. **Plagiarism**

One of the most egregious and dishonorable activities a student or member of the learned professions may engage in is plagiarism. Plagiarism is strictly prohibited conduct, by either students or faculty, and subject to sanctions. Such sanction may include reprimand, probation, suspension, or expulsion.

Plagiarism is defined as representing, expressly or implicitly, the work of another to be one’s own, and is inclusive of, but is not limited to, using the words of another without proper attribution, citation or reference; or paraphrasing the words of another without proper attribution, citation, or reference; or using the ideas of another without proper attribution, citation, or reference. A claim of lack of knowledge as to what constitutes plagiarism shall not be a defense to the charge of plagiarism.

H. **Public Service**

AUSN strongly believes and advocates that public service is an integral part of the learned professions and accordingly actively encourages students to engage in public service activities throughout their time at AUSN. Any student who volunteers one-hundred and twenty (120) hours or more of their time to public service or non-profit activity shall be so recognized at graduation for their commitment. Any specific situs for such public service to be recognized at graduation must be pre-approved by the Dean of Students.

I. **Reservation of Rights**

Although it is the intention of the University to adhere to the rules, regulations, policies, notices, financial charges, and other statements and conditions as set forth in the catalog, AUSN reserves the right to alter, modify or amend its academic catalog, at any time, without prior written notice, with regard to requirements related to tuition, fees, charges, admission, grading, course content, advancement, graduation, etc.; such right of which is exclusive and independent of any other right AUSN may have.

J. **Retention of Student Records**

AUSN shall retain and maintain student records in perpetuity.

K. **Security Interest in Student Records**

Any student at AUSN may be prevented from receiving any degree, diploma, certificate, or transcript until all financial accounts, current or otherwise, have been settled and satisfied in
full. Such documents shall be retained by AUSN as security for such obligations until they are satisfied.

L. **Student Organizational Memberships**

All students are automatically members of the Student Association. There is currently no fee to be a member of the Student Association. Officers are elected by the students. AUSN encourages the student body to form and actively participate in Student Associations, such as the Student American Medical Association groups and clubs as well as those associated with the American Public Health Association. These Student organizations shall be an independent voluntary student organization which is not under any control, authority, or ownership of AUSN, but are encouraged to engage in community service, volunteering and academic scholarship.

M. **Student Right to Know and Campus Security Act of 1990**

AUSN compiles data in accordance with the Student Right to Know and Campus Security Act of 1990. Accordingly, AUSN shall disclose data on crimes committed on any of its campus locations and shall publish information about campus safety policies and procedures. This information will be published.
o. Grievance Policy and Procedures

I. Resolving Student Grievances

AUSN Students may file a grievance in response to any perceived infringement of their rights, whether the perceived infringement is of their rights according to state or federal law, their rights as students according to AUSN policies, or simply their personal rights to fair and just treatment. AUSN is committed to handling all grievances in a prompt and equitable manner, and is compliance with the Americans with Disabilities Act. The general policies of AUSN are described in the AUSN Catalog and prohibit discrimination and harassment against students and employees.

Grievances generally fall into either Non-academic and Academic, and this policy is divided into three sections, after considering common principles for resolution.

Section A considers Non-academic Grievances concerning any instance of perceived mistreatment or failure of AUSN to follow its published policies and procedures. Examples include, discrimination based on race, age, disability, sexual preference, or any other unprofessional and/or illegal conduct on the part of an AUSN community member.

Section B considers sexual harassment.

Section C considers Academic Grievances such as matters and conflicts concerning course or course-work evaluations, and grades, and could concern any academic matter in which a student believes he/she has been treated unfairly or unreasonably.

II. Common Initial Steps for Resolution of All Grievances

1) Students who have a grievance are encouraged to first discuss informally with the person whom they have a grievance to attempt to overcome this.

2) All members of the AUSN community are expected to maintain confidentiality of communication and to follow the AUSN honor code as their responsibility.

3) Students who believe they have grounds for any grievance that cannot be resolved through the initial informal communication with the person involved should contact the Provost of AUSN (or Designee), who will together with the student determine which of the following categories, A, B or C, the grievance falls into, and take the appropriate response.

4) Students who believe that there is something inappropriate in AUSN community can informally consult with the Provost, as outlined in General Policies in the AUSN Catalog.
III. Specific Grievance Procedures

A. Grievance Procedures (Non-Academic):

To pursue a grievance, students who have the grievance must take the following steps:

(1). Informal Notification of AUSN Provost (or Designee)
The student should notify and meet with the AUSN Provost (or Designee) to inform the Provost of an existing grievance and inform the Provost of any informal efforts which the student may have already taken to attempt to resolve the grievance.

(2). AUSN Provost Initial Steps
Upon being notified by a student of a grievance, the AUSN Provost may take the following steps:

(a). The AUSN Provost may take informal measures to attempt to resolve the grievance.

(b). If these informal measures fail to resolve the student's grievance to the satisfaction of the student, and/or the AUSN Provost believes that after meeting with student and reviewing information or evidence presented to him that informal measures would not likely resolve the grievance, the AUSN Provost shall so inform the student and advise that if the student desires to pursue the matter they must submit a formal Written Grievance Complaint

(3). Written Grievance Complaint
A Written Grievance Complaint may be filed with the AUSN Provost within ten (10) days of the student being informed of the Provost's decision at step 2, above. The Written Grievance Complaint must include a concise statement of the allegations that form the basis for the student's complaint, including a careful statement of the facts, the rule, regulation, policy or practice that was violated, a summary of the informal attempts at resolution, and a suggested or desired remedy.

(4). Grievance Committee
The AUSN Provost shall form such a Grievance Committee within ten (10) calendar days of receiving the students Written Grievance Complaint.

(a). The AUSN Provost, in consultation with the AUSN President, shall appoint three (3) members of the AUSN Faculty, Boards, and or staff, to serve as Members of the Committee. The AUSN Provost shall select the Chairman of the Grievance Committee. The Grievance Committee shall use a majority vote to make any and all of their determinations on any issue.

(b). The Grievance Committee shall first meet within ten (10) calendar days of being formed, and shall determine in this preliminary investigation whether (a) the Committee has sufficient information to reach a decision; or (b) whether further investigation is warranted.

(c) If the Grievance Committee determines that further Investigation is warranted, the student may be requested to provide further information, and/or to meet with the Grievance Committee.
(d) The Grievance Committee will attempt to make a conclusion within twenty (20) calendar days of the receipt of the complete requested information from the student in order to proceed to step e.

(e) When the Grievance Committee determines that it has sufficient information to meet, confer, and reach a decision, it will set a date for such a conference and shall notify the student of the time, place, and date of such a conference and shall invite the student to be present and make any additional statement or present any additional evidence the student may desire to the Committee.

(f) If during the course of the conference the Committee determines that the conclusion of case may be negative to an accused person, the Committee will provide the accused an opportunity to be heard before any conclusion is issued.

(g) At the conclusion of the student’s additional statement and presentation of additional evidence, if any, at the conference, or in step f, the Grievance Committee shall immediately meet and confer in private and conclude with a written resolution and conclusion which it shall issue within five (5) days of the conclusion of its deliberations. The Grievance Committee shall issue its conclusion to the student and Provost, and a copy shall be sent to the AUSN President’s Office.

(5) Appeal to AUSN President. If student is dissatisfied with the Grievance Committee’s conclusion and remedy, the student may appeal to the AUSN President within ten (10) calendar days of receiving the Grievance Committee’s conclusion and remedy. The student’s appeal shall consist of a written Appeal only, explaining the reasons for the Appeal to the AUSN President, and why the student’s desired outcome or remedy should be granted.

The AUSN President shall have fifteen (15) calendar days to make a Final Determination in writing of the student’s Appeal, and shall notify the Student, Grievance Committee and AUSN Provost of its Final Determination. The AUSN President’s Final Determination shall conclude the AUSN grievance process.

(6) Operations of the Grievance Committee shall include the following principles:
(a) The Chair will preside at the hearing and will rule upon all procedural matters.
(b) The formal rules of evidence will not apply, although objections to the introduction of specific statements or documents may be considered by the Chair. Irrelevant, immaterial, privileged or unduly repetitious information will be excluded.
(c) The Chair may establish reasonable limits upon the time allotted for presentations before the Committee by Students or other parties.
(d) The student and any other interested or relevant individual may present evidence to the Committee. Committee members may question anyone presenting evidence at the conclusion of their presentation. Only evidence presented to the Committee and those documents submitted up to the time of the Committee conference will be considered in the adjudication of the grievance.
(e) The student will be provided an opportunity to first present his/her information to the Committee. He/she may present witnesses. The student may have one advisor present. That
person will play an advisory role only and shall not present or participate in the presentation of the student's information to the Committee. If the student elects to have an attorney as an advisor, AUSN must be notified at least one (1) week before the scheduled Committee meeting / conference.

(f). The accused, be they another student, staff member, Faculty Member, or other person, if any, shall present their case or opinion before the Committee. Each side may question the other side or their witnesses. Each side shall have the right to rebuttal.

(g). After each side has presented their information and left the Committee meeting room, the Committee will begin its deliberations.

(h). The Committee may decide that they will require additional meetings or the submission of additional evidence in order to reach their conclusion.

B. Sexual Harassment Grievance

A member of the AUSN community who believes that he or she may have been the victim of sexual harassment or sexual violence should immediately consult with the Provost of AUSN, as detailed below. AUSN will respond to any report or complaint, formal or informal, of sexual harassment in a prompt and equitable manner. Allegations of sexual harassment must be made in good faith. It is prohibited to knowingly make false or malicious complaints. The individual also has the right to file a criminal complaint.

The AUSN investigation will be completely separate from any criminal investigation. It is possible that, due to the “preponderance of evidence” clause mandated by Title IX regulations (April 2011), there could be different outcomes from the different investigations.

(1). Informal Notification of a Complaint of Sexual Harassment AUSN Provost

Members of the AUSN community who believe that they have experienced sexual harassment should report such alleged conduct immediately to the Provost of AUSN. Ideally, a report would be filed within 30 days of the incident; however, AUSN is sensitive to the emotional components of sexual harassment and will allow a reasonable time frame. The student should inform the Provost of any informal efforts which the student may have already taken to attempt to resolve the grievance.

Once notified of the alleged incident, AUSN will investigate in an equitable and timely manner. The time it will take to reach an outcome from AUSN's investigation will vary depending upon the complexity of the incident. However, a typical resolution should be determined within 60 days of the first filing of the report.

(2). AUSN Provost Initial Steps

Upon being notified by a student of a grievance, the AUSN Provost will make an initial judgment whether the grievance is nonacademic in nature and relates to sexual harassment, and may take the following steps:

(a). The AUSN Provost may take informal measures to attempt to resolve the grievance.

7 In the case that the accusation involved the Provost the President will coordinate the process.
(b). If these informal measures fail to resolve the student’s grievance to the satisfaction of the student, the Provost will suggest to the student to submit a formal Written Grievance Complaint.

(c). If the AUSN Provost believes that after meeting with student and reviewing information or evidence presented to him that informal measures would not likely resolve the grievance, the AUSN Provost shall so inform the student and advise that if the student desires to pursue the matter they must submit a formal Written Grievance Complaint.

(3). Written Grievance Complaint
A Written Grievance Complaint may be filed with the AUSN Provost within ten (10) days of the student being informed of the Provost’s decision at step 2, above. The Written Grievance Complaint must include a concise statement of the allegations that form the basis for the student's complaint, including a description of any specific incident(s), possible witnesses, a summary of the informal attempts at resolution, and a suggested or desired remedy.

(4). Grievance Investigation
The AUSN Provost shall commence an investigation within five (5) calendar days of receiving the students Written Grievance Complaint. Any investigation conducted by the AUSN Provost will be in consultation with the AUSN President; other relevant AUSN faculty, staff or officials may be included in the process. It is the responsibility of AUSN to conduct a fair, equitable, confidential and timely investigation. Either the AUSN Provost or the AUSN President may elect to form a formal Grievance Committee and hold confidential proceedings to further explore and resolve the grievance. Such a Grievance Committee shall be bound to the procedures identified in section “A” supra, with particular regard to respect and protection of confidentiality of all individuals involved.

(5). The complainant has a right to present witnesses or testimony if they so choose.

(6). Based on the investigation, the AUSN Provost shall render a decision in a written summary sent to both parties. If the complaint is found to be valid, appropriate disciplinary action will be taken. No retaliation will be taken against any member of the AUSN community reporting suspected harassment in good faith, and early intervention can benefit all involved.

(7). The student may appeal the decision of the Provost to the President of AUSN, who will make a ruling within 15 days of receipt of the appeal. This ends the AUSN appeals process.

(8). If the complaint cannot be resolved after exhausting AUSN’s grievance procedure, the student may file a complaint with the:

United States Department Education  
Office for Civil Rights (OCR)  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Customer Service Hotline: (800) 421-3481  
Email: OCR@ed.gov
(9). **Confidentiality**
Certain information concerning sexual harassment will need to be disclosed to be in compliance with The Clery Act and Title IX. Nevertheless, AUSN shall protect the confidentiality of the identities of and statements made by individuals (parties and witnesses) involved in a report of sexual harassment to the extent permitted by law and to the extent that continued protection does not interfere with AUSN's ability to fully investigate allegations of misconduct brought to its attention and to take corrective action. Information will be disclosed strictly on a need to know basis to select staff and employees.

(10). **Rights of Complainant**

Every complainant of sexual harassment has the following rights:
(a). The right to a prompt and equitable resolution
(b). The right to present his or her case. This includes the right to adequate, reliable, and impartial investigation of complaints and the right to have an equal opportunity to present witnesses and other evidence.
(c). The right to file a criminal complaint.
(d). The right not to be retaliated against for bringing forward a complaint (this also includes any witnesses or participants).
(e). The right for the complaint to be decided using a preponderance of the evidence standard (i.e., it is more likely than not that sexual harassment or violence occurred).
(f). The right to end any informal process at any time and begin the formal stage of the complaint process. Mediation is not appropriate in cases involving allegations of sexual assault.
(g). The right to be notified, in writing, of the outcome of the complaint. The Clery Act requires that both parties be informed of the outcome, including sanction information, of any institutional proceeding alleging a sex offense.
(f). The right to appeal the resolution of the matter; appeals shall be directed to the President of AUSN.
(g). Individuals with complaints of this nature also always have the right to file a formal complaint with the following:

United States Department Education  
Office for Civil Rights (OCR)  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Customer Service Hotline #: (800) 421-3481  
Email: OCR@ed.gov

(11). **Rights of Accused**

Anyone accused of sexual misconduct will have the following rights:
(a). The right to a prompt and equitable resolution.
(b). The right to present his or her case in response to the accusations. This includes the right to adequate, reliable, and impartial investigation of the complaint(s) and the right to have an equal opportunity to present witnesses and other evidence.
(c). The right for the complaint to be decided using a preponderance of evidence.
(d). The right to be notified, in writing, of the outcome of the complaint. The Clery Act requires that both parties be informed of the outcome, including sanction information of any institutional proceeding alleging a sex offense.

(e). The right to appeal the resolution of the matter directly to the President of AUSN.

C. Academic Grievance Procedures

A student who believes his/her academic efforts have not been justly evaluated may have a grievance. The problem may be the result of exchanges with the instructor, occurrences within the class, or the content of a written evaluation. All grievances should be initiated within the semester the alleged violation occurred. The following are the steps to take:

(1). A student who has an academic grievance should consult with the instructor involved informally. If this fails to resolve the situation, the student should consult with the Provost of AUSN.

(2). Once it is determined that the grievance is academic in nature, every effort should be made to resolve the problem informally by a meeting between the student and the faculty member. To accomplish this, the student is encouraged to talk directly with the faculty member involved; the AUSN Provost may assist in this process. In exceptional circumstances, where a dispute cannot or should not be addressed informally, this step may be omitted.

(3). If informal efforts are unsatisfactory or unsuccessful, a formal written grievance may be filed with the Provost of AUSN. The grievance must be in writing and should include the name of the respondent and a description of the specific incident(s) forming the basis of the grievance, an outline of the informal steps taken to resolve the matter, and reference to the desired outcome(s). The formal grievance should be presented no later than 30 days after the student has knowledge of the problem.

(4). The student has a right to present witnesses or testimony to the AUSN Provost if they so choose.

(5). The Provost shall investigate and decide how the problem should be resolved and will render a decision in a written summary to the student and the relevant faculty member.

(6). The Provost's decision may be appealed by the student or Faculty member in writing to President of AUSN, who will make a ruling within fifteen (15) days of receipt of the appeal. The President’s decision shall be the final conclusion of the appeal process.
XI. **Financial Information**

A. **Schedule of Tuition, Fees and Charges**

The following is a summary of the fees, tuition and charges for which students at AUSN are responsible. All tuition and fees are due and payable upon registration, prior to each semester.

<table>
<thead>
<tr>
<th>Schedule of Tuition, Fees and Charges</th>
<th>(Current Academic Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Tuition for residential MBGPH degrees (32 credit hours)</td>
<td>$23,400 total</td>
</tr>
<tr>
<td>Tuition for residential MPH, MHA and MBA degrees (32 credit hours)</td>
<td>$24,960 total</td>
</tr>
<tr>
<td>Tuition for combination hybrid Masters degrees</td>
<td>$15,000 total</td>
</tr>
<tr>
<td>Tuition for Ph.D. degree (72 credit hour requirement)</td>
<td>$54,000 total</td>
</tr>
<tr>
<td>Tuition for Ph.D. degree (42 credit hours after 30 hours transferred)</td>
<td>$32,000 total</td>
</tr>
<tr>
<td>Tuition for Ph.D. degree (per credit hour requirement)</td>
<td>$750 per credit hour</td>
</tr>
<tr>
<td>Tuition for postgraduate certificates</td>
<td>$2000 total</td>
</tr>
<tr>
<td>Tuition per undergraduate credit hour</td>
<td>$100 per credit hour</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$25.00 / Semester</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$50.00 / Semester</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Deferred Payment Plan</td>
<td>$50.00</td>
</tr>
<tr>
<td>Payment Late Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Change of Program Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Make-up Examination Fee</td>
<td>$75.00</td>
</tr>
<tr>
<td>Transcript Fee (each)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Re-Read Final Exam Fee</td>
<td>$50.00</td>
</tr>
</tbody>
</table>
B. **Payment of Tuition and Fees**

Generally, payments for all tuition and fees are expected in full, at the time of registration and can be made by check, credit card or money order. For students who require financial assistance, AUSN has numerous scholarships available to them as well as a deferred payment and work-study programs. These options have as their ultimate objective, the student's uninterrupted study that might otherwise not occur as the result of financial hardship. The Provost of AUSN must approve all alternative arrangements for the payment of tuition and fees in advance. These options are applicable to all students and are administered on a racially nondiscriminatory basis.

C. **Deferred Payments**

(1). All Payments for Tuition and Fees are expected in Full, at the time of Registration and the Signing of the Enrollment Agreement. These deferred payment options are applicable to all students and are administered on a racially nondiscriminatory basis. We comply with truth in lending policy.

(2). If the Student has requested a deferred payment, a Promissory Note may be granted by the Provost, and such a Promissory Note shall be attached to this Enrollment Agreement.

(a). Under such a Promissory Note, a **Deposit** shall be required along with scheduled payments (either through Credit Card or Automatic Checking Account Withdrawal).

(b). Any Deposit placed under the Promissory Note shall be first applied to any outstanding Application Fee, Student Activity Fee, and Registration Fee, and then the remaining monies shall be applied to Tuition. All subsequent payments made in accordance with the Promissory Note shall be applied directly to the Tuition.

(c). The Minimum Deposit which shall be required for a Master’s Degree Program shall be half the total degree tuition costs due upon the signing of the Enrollment Agreement; The Minimum Deposit, which shall be required for a Ph.D. Degree Program, shall be one third the total degree tuition costs due upon the signing of the Enrollment Agreement; And the Minimum Deposit for a Certificate Program shall be $1,500 (one-thousand five hundred dollars; USD) due upon the signing of the Enrollment Agreement.

(d). **Balance of Tuition**: The remaining tuition monies due after the Initial Deposit has been paid, shall be paid for Masters degree programs in a second payment at the time of completion of half the clock hours of the program; The remaining tuition monies due after the Initial Deposit has been paid, shall be paid for Ph.D. degree programs in two further payments at the time of completion of one third, and two thirds of the clock hours of the program;
For the Certificate programs the remaining tuition shall be paid after completion of 90 clock hours. Such scheduled payments, as noted above, shall be either through Credit Card or Automatic Checking Account Withdrawal.

(3). Such deferred payments are available to all students who lack the ability to pay. These options are applicable to all students and are administered on a racially nondiscriminatory basis.

**D. Cost of Books**

Books for all courses necessary to study for the various academic degree or certificate programs of AUSN are easily attainable through outside bookstores or commercial services, or on-line. In many classes the professors will distribute free electronic materials or refer to online open access materials. Approximate costs are estimated to range between $0 to $300 per semester. Books and materials are not included in the fee schedule or tuition. An updated list of textbooks will be provided to each student enrolling for the course, and students will be informed clearly of any required textbook for the first class, and of all other textbooks for the course at the first class.

**E. Work-Study Tuition Programs**

Certain students who require financial assistance may be eligible for AUSN work-study tuition program. Under this program, a student works a certain number of hours in various capacities for the University and in exchange receives partial / full waiver of tuition. Only a limited number of work-study tuition programs are available at any given time. More information may be obtained through the Office of the Dean, AUSN. These work-study tuition programs are open to application by all students and are administered on a racially nondiscriminatory basis.

**F. Enrollment Agreement**

All students of AUSN will have their admission and continued enrollment based upon an Enrollment Agreement. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs. Students may decide to cancel their Agreement on or before the first day of instruction and obtain a full refund (minus the Application fee) or cancel after the first day of instruction, as explained below. Such cancellation by the student must be in writing and requires that the student complete the Notice of Cancellation of Enrollment Agreement form provided by AUSN. See Appendix for Enrollment Agreement and Notice of Cancellation of Enrollment Agreement.

**G. School Cancellation Refunds**

If AUSN cancels or discontinues a course or educational program, the University will make a refund of charges. Refund checks will be mailed within 30 days from the date of Notice of Cancellation made by AUSN. AUSN has the right to cancel any program or course at its discretion.
H. **Buyer’s Right To Cancel**

Any student at AUSN has the right to cancel and stop their Enrollment Agreement and obtain a refund as outlined in this Catalog. If a student withdraws, stops or cancels their Enrollment Agreement prior to, or on the first day of the semester (provided no classes have been attended) (known as the “Cancellation Period”) all tuition and fees shall be refunded without penalty or obligation except for the Application fee of $50.00. If a student intends to withdraw, stop or cancel their Enrollment Agreement at AUSN after the Cancellation Period, i.e., after attending classes, then any refund of tuition and fees shall be refunded according to the Cancellation and Refund Policy. The intent to withdraw, stop or cancel the Enrollment Agreement must be made in writing, preferably using the University’s Notice of Cancellation of Enrollment Agreement, and is effective on the postmarked date of the mailed Notice, or on the date the written Notice is delivered to the Office of the Dean of AUSN.
I. Cancellation and Refund Policy

The AUSN policies and procedures included in this Enrollment Agreement relating to Cancellation, Refund Policy, Three-Day Cancellation, and Other Cancellations are applicable to all students. An applicant denied admission by the school is entitled to a refund of all monies paid.

**Three-Day Cancellation:** An applicant who provides Written Notice of Cancellation within three (3) days (excluding Saturday, Sunday and federal and state holidays) of signing an Enrollment Agreement is entitled to a refund of all monies paid (minus the Application fee). No later than 30 days of receiving the Notice of Cancellation, the school shall provide the 100% refund.

**Other Cancellations:** An applicant requesting cancellation more than three (3) days after signing an Enrollment Agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid (minus a Registration Fee of $50.00).

**Refund after the Commencement of Classes:**

1. **Procedure for Withdrawal / Withdrawal Date:**

   A. A student choosing to withdraw from the school after the commencement of classes is to provide Written Notice to the Dean of the school. The Notice is to indicate the expected last date of attendance and must be signed and dated by the student.

   B. For a student who is on an authorized Leave of Absence (LOA), the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.

   C. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days.

   D. All refunds will be issued within 30 days of the determination of the withdrawal date.

2. **Tuition Charges / Refunds:**

   After the commencement of classes, the tuition refund (less a Registration Fee of $50.00) amount shall be determined as follows:

<table>
<thead>
<tr>
<th>% of the clock hours attempted:</th>
<th>Tuition refund amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% or less</td>
<td>90%</td>
</tr>
<tr>
<td>More than 10% and less than or equal to 20%</td>
<td>80%</td>
</tr>
<tr>
<td>More than 20% and less than or equal to 30%</td>
<td>70%</td>
</tr>
<tr>
<td>More than 30% and less than or equal to 40%</td>
<td>60%</td>
</tr>
<tr>
<td>More than 40% and less than or equal to 50%</td>
<td>50%</td>
</tr>
</tbody>
</table>
The percentage of the clock hours attempted is determined by dividing the total number of clock hours elapsed from the student’s start date in the course to the student’s last day of attendance, by the total number of clock hours in the program.

**Books, supplies and fees**: Student shall supply their own books and supplies.

**Refunds** will be issued within thirty (30) days of the date of written and signed student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

**Students do not have the right to cancel by mere oral communication or by not attending class.**
XI. Alphabetical List of Courses

Evaluation and grading is by in-class participation; Group/Writing Assignments; and Examinations, as described in the Catalog. Textbooks and grading are described in the student course information. Course Codes are as designated.

A. Degree Program Subjects

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Ability Studies (ABST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
</tbody>
</table>

| Purpose | Ability Studies investigates in general how ability expectation (want stage) and ableism (need stage) hierarchies and preferences come to pass and the impact of such hierarchies and preferences. Ability Studies investigates: (a) the social, cultural, legal, political, ethical and other considerations by which any given ability may be judged, which leads to favoring one ability over another; (b) the impact and consequence of favoring certain abilities and rejecting others; (c) the consequences of ableism in its different forms, and its relationship with and impact on other isms. The academic field of disability studies investigates the negative consequences people experience whose body linked abilities are seen as not measuring up to the species-typical norm. However, although ableism was developed to make visible disablism (the lack of support and active disablement by the ones who see themselves as able) disabled people experience, the cultural reality of ability expectations (want stage) and ableism (need stage) goes far beyond how it is used within disability studies and by disabled activists. |

| Course Objectives | The objectives of this course is to introduce ability studies and ability equity and equality, ability ethics and ability and ableism governance. |

| Course Description / Subjects | 1) Ableism and disabled people  
2) Discourses on Disability and Ability  
3) How to promote the potential for all persons to excel  
4) Ableism evident in health, medicine, and rehabilitation discourses  
5) Nature and nurture in determining Ability  
6) Gender theory and gender roles  
7) Gender toolkit  
8) Ableism and the Law  
9) Ableism intrinsic to Ethics theories  
10) Vulnerability  
11) Ability Privilege  
12) Eco-ableism; Ableism and the environment  
13) Ableism and animals  
14) Ableism and Indigenous People  
15) Ability Security and Ability Peace through an ability expectation and ableism lens.  
16) Science and technologies and their impact an Ableism  
17) Ableism and Ability Equity and Equality |
| Competencies | (1) Identify ethical dilemmas through different lens, including those of gender lens, ability studies, and the perspectives of indigenous communities.  
(2) Create and scrutinize policies and practices in various settings.  
(3) Engage in quality thinking, reflective processes and creative thinking.  
(4) Listen well and communicate interest, respect, support, and empathy to involved parties.  
(5) Educate involved parties regarding the ethical dimensions of the consultation.  
(6) Elicit the moral views of the involved parties.  
(7) Represent the views of the involved parties to others.  
(8) Describe the roles of history, power, privilege and structural inequality in producing health disparities.  
(9) Examine racial and ethnic disparities within the context of historic and contemporary social and economic climates.  
(10) Recognize the causes of social and behavioral factors that affect health of individuals and populations.  
(11) Understand the causes of disparities in disease risk, access and utilization of preventive and health care services and health outcomes. |

| Credit for Degrees of: | MBGPH, MPD, MA, Ph.D. |

| Course Name | Accounting (ACCT) |
| Semester Credit Hours | 3 |
| Hours of Instruction | 45 |
| Purpose | The purpose of this course is to provide the student with the fundamental principles of healthcare accounting commonly applied in healthcare management systems. |
| Course Objectives | Upon successful completion of this course, the student will be able to: (1) describe the general principles of operations management; (2) apply operations management to healthcare organizations; (3) understand quality improvement; (4) be able to explain operational planning; and (5) explain the relation of competitive strategy to operations management in healthcare organizations. |
| Credit for Degrees of: | MBA |

| Course Name | Advanced Bioethics and Public Health Research Seminar I (BPHS1) |
| Semester Credit Hours | 3 |
| Hours of Instruction | 45 |
| Purpose | The course will help develop research ability in the students so they can apply the theories they learn to actual practice. |
| Course Objectives | The objectives of this course are for the student to learn how to apply research skills, and how to evaluate research in bioethics and public health. |
| Course Description / Subjects | There will be introduction to bioethics and global public health through analysis of journal publications and clinical results. The course will also develop skills of making and evaluating hypotheses, and presentation skills. The students will also receive advice on the methodology of research, on how to obtain ethical approval for research, and how to evaluate and publish their results. The Seminar is intended to give students the opportunity to spend time practicing newly acquired skills and knowledge, as well as to explore new or different areas of interest in bioethics and public health. |
| Competencies | (1) Acquire skills of evidence-based medicine and science.  
(2) Analyze ethical and regulatory situations that arise in stem cell and regenerative medicine.  
(3) Apply basic principles of analysis to issues of health practice and policy. |
<p>| Credit for Degrees of: | Ph.D. |</p>
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Advanced Bioethics and Public Health Research Seminar II (BPHS2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The course will help develop research ability in the students so they can apply the theories they learn to actual practice.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objectives of this course are for the student to learn how to apply research skills, and how to evaluate research in bioethics and public health.</td>
</tr>
<tr>
<td><strong>Course Description / Subjects</strong></td>
<td>There will be introduction to bioethics and global public health through analysis of journal publications and clinical results. The course will also develop skills of making and evaluating hypotheses, and presentation skills. The students will also receive advice on the methodology of research, on how to obtain ethical approval for research, and how to evaluate and publish their results. The Seminar is intended to give students the opportunity to spend time practicing newly acquired skills and knowledge, as well as to explore new or different areas of interest in bioethics and public health.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>(1) Acquire skills of evidence-based medicine and science.</td>
</tr>
<tr>
<td></td>
<td>(2) Analyze ethical and regulatory situations that arise in stem cell and regenerative medicine.</td>
</tr>
<tr>
<td></td>
<td>(3) Apply basic principles of analysis to issues of health practice and policy.</td>
</tr>
<tr>
<td><strong>Credit for Degrees of:</strong></td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Advanced Sustainability, Peace and Global Development Research Seminar I (SPDS1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The course will help develop research ability in the students so they can apply the theories they learn to actual practice.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objectives of this course are for the student to learn how to apply research skills, and how to evaluate critical research problems through a nexus approach to sustainability, peace and global development.</td>
</tr>
<tr>
<td><strong>Course Description / Subjects</strong></td>
<td>This course introduces students to the theory and evidence-based practice of international development by focusing on the twin core issues of peace and sustainability. The course will also develop skills of making and evaluating hypotheses, and presentation skills. The students will also receive advice on the methodology of research, on how to obtain evidence for research, and how to evaluate and publish their results. The Seminar is intended to give students the opportunity to spend time practicing newly acquired skills and knowledge, as well as to explore new or different areas of investigation linking international development with an objective to attain peace and sustainability while confronting emerging problems of global climate change and increasing poverty and inequality.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>(1) Acquire skills of evidence-based analysis of international development issues.</td>
</tr>
<tr>
<td></td>
<td>(2) Analyze theories of development with in the context of 21st century situations related to achieving peace and sustainability.</td>
</tr>
<tr>
<td></td>
<td>(3) Develop research problems lining development questions with sustainability and peace.</td>
</tr>
<tr>
<td><strong>Credit for Degrees of:</strong></td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Advanced Sustainability, Peace and Global Development Research Seminar I (SPDS2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The course will help develop research ability in the students so they can apply the theories and methods of social science research they learn to actual practice.</td>
</tr>
</tbody>
</table>
### Course Name

**Applied Bioethics Research Seminar (ABRS)**

**Semester Credit Hours**

2

**Hours of Instruction**

30

**Purpose**

The course will help develop research ability in the students so they can apply the theories they learn to actual practice. The students may be also under the co-supervision of affiliated persons in a community service program linked to some practical bioethical dilemma.

**Course Objectives**

The objectives of this course are for the student to learn how to apply research skills, and how to evaluate research.

**Course Description / Subjects**

There will be introduction to the scientific method, scientific ethics and review, making and evaluating hypotheses, and presentation skills of the results. The students will also receive advice on the methodology of research, on how to obtain ethical approval for research, and how to evaluate and publish their results.

**Competencies**

1. Analyze ethical situations that arise in health care, public health, pastoral care, patient advocacy, genetics, medical social work, medical research, environmental sciences and the life sciences.
2. Apply the principles in the UNESCO Bioethics Core Curriculum to real situations.
3. Describe the legal and ethical bases for public health and health services.
4. Apply basic principles of ethical analysis to issues of public health practice and policy.

**Credit for Degrees of:**

MBGPH, MPH, Ph.D.

---

### Course Name

**Applied Public Health Research Seminar (APRS)**

**Semester Credit Hours**

2

**Hours of Instruction**

30

**Purpose**

The purpose of this course is to have the student engage with the community on a one-to-one basis and to conduct research on a pertinent public health topic – and present a seminar on their analysis; students will work together as a Team.

**Course Objectives**

The objective of this course is for the students to work as a Team, visit a public health entity or organization, and work together to prepare a comprehensive paper on a pertinent public health topic.
### Course Description / Subjects

The Applied Public Health Research Seminar is intended to give students the opportunity to spend time practicing newly acquired skills and knowledge, as well as to explore new or different areas of interest in public health as it relates to the healthcare industry. Where possible, students will organize into teams, and each team will select a healthcare setting problem or a healthcare policy issue for its project to explore into the community. Team members must work together jointly, and not divide the project into exclusive parts. Each team will submit a written report, and make a Seminar presentation to the class, or in an appropriate setting. Team members will act as consultants, research the historical, current, and potential scenarios related to their topic. Students should properly identify the stakeholders as related to their topic or policy issue and the impact of potential scenarios on each major stakeholder. The final report and the presentation should include, de minimis: Financial issues (cost and benefit to stakeholders); Delivery issues (demographic considerations); Evaluation (frequency, methods, cost). The final written report should be approximately 10-15 pages, exclusive of a one page Executive Summary. The supporting documents should be included in the appendices part of the report. The report should contain sound organizational structure, such as the following major components: I. Introduction / Background; II. Blend of Literature Review and Industry Comparisons; III. Presentation of the current situation with supporting data; IV. Possible Alternative Solutions with Feasibility and Consequences; V. Conclusions.

### Competencies

1. Apply basic principles of ethical analysis to issues of public health practice and policy.
2. Apply theoretical knowledge of public health to practical challenges of public health.

### Credit for Degrees of:

MPH, MBGPH, Ph.D.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Bioethics and Values Education (BVED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>This course examines the methodology, goals, practice and evaluation of bioethics and values education.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>This course aims to introduce the goals of bioethics education in the context of values education, through all stages of moral development.</td>
</tr>
</tbody>
</table>

### Course Description / Subjects

1. Values in Education
2. Integration of Ethics and Values into All Fields of Education
3. Teaching about Autonomy and Justice through Bioethics: the Love of Life
4. Indicators of the Success of Education
5. Neurology, touch, education and multilingual brains
6. Teaching concepts of benefit and risk f
7. Disability, Ability and Education
8. Environmental Ethics Education
9. Moral Games for Teaching Bioethics
10. Finding our own identity and its relationship to how we help others explore their own identity: The essence of teaching?
11. Developing personal action plans for enhanced teaching
12. How to measure personal moral development in education
13. Review of indigenous values among the education curriculum in 47 countries of Asia-Pacific nations
14. Integration of indigenous knowledge systems into classes and the curriculum
15. Analysis of the Goals for Education based on the Teachers Action Plans
16. How to Teach about Federal, State, Community Law and Customs and United Nations Declarations and their Implementation (or lack of) across the Curriculum
17. Developing professional skills for bringing the best out of every learner
18. How to evaluate educators ethically and positively
19. Teachers and Learners as agents of community change
20. Developing and nurturing environmental activism
21. Nurturing Relationships between Teacher, Student and Parents and Protection of Children's Rights
### Competencies
1. Be able to identify and construct goals of bioethics education as teachers.
2. Understand student-centered learning.
4. Be able to construct and use cases in values education.
5. Explain the different ways of evaluation, with their benefits and disadvantages.
6. Develop age and case specific approaches to moral development.

### Credit for Degrees of:
- MPH, MBGPH, MSS, MPD, MA, Ph.D.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Bioethics and Genetics (BEGE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
</tbody>
</table>

**Purpose**
This course considers the ethical, legal and regulatory issues that underlie clinical and population genetics such as basic genetics and molecular biology, DNA science, genomics and proteomics.

**Course Objectives**
This course aims to introduce the basics of genetics and reproduction and discuss the ethical, legal and social (ELSI) issues. To consider the balance between the roles of national and international genetics societies such as the International Human Genome Organization in regulation of genetic technology, individuals and populations.

**Course Description / Subjects**
1. Genetics, DNA and Mutation
2. Testing for Cancer Genes Susceptibility
3. Genetic Privacy and Information
4. Genetic Privacy and US Laws
5. Public Health Ethics for Professionals; International Genetic Guidelines
6. Screening genetic diseases among the population
7. Eugenics
8. Genetically engineered plants and animals
9. Ethics of Genetic Engineering
10. Genetically modified foods
11. Legal, regulatory, scientific, policy and ethical aspects of biotechnology
12. The Human Genome Project
13. Gene therapy
14. Eugenics in Depth
15. Population Genetics - HGDP Ethics, indigenous populations and genetic histories
16. Prenatal Diagnosis of Genetic Disease
17. Cloning and stem cell research
18. Assisted reproductive technologies
19. Sex selection
20. Designer children

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Recognize the genetic causes of social and behavioral factors that affect health of individuals and populations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain how genetics and genomics affect disease processes and public health policy and practice.</td>
</tr>
<tr>
<td></td>
<td>Identify the principles and limitations of public health screening programs, including the evaluation of validity and reliability of screening tests.</td>
</tr>
<tr>
<td></td>
<td>Describe epidemiologic study designs and assess their strengths and limitations.</td>
</tr>
<tr>
<td></td>
<td>Examine racial and ethnic disparities within the context of historic and contemporary social and economic climates.</td>
</tr>
<tr>
<td></td>
<td>Access relevant ethics literature, policies, guidelines, and standards.</td>
</tr>
<tr>
<td></td>
<td>Understand the basics of Genetics</td>
</tr>
</tbody>
</table>

**Credit for Degrees of:**
- MBGPH, MSS, Ph.D.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Biological Structures and Functions/Life Studies (BSFL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Course Name</td>
<td>Semester Credit Hours</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Biosystematics and Biosphere (BIOS)</td>
<td>2</td>
</tr>
<tr>
<td>Business Law and Ethics (BLET)</td>
<td>2</td>
</tr>
<tr>
<td>Core Concepts in Bioethics and Cultural Frameworks (CCBE)</td>
<td></td>
</tr>
</tbody>
</table>
Semester Credit Hours | 3  
--- | ---  
Hours of Instruction | 45  
Purpose | The purpose of this course is to provide the student with the foundations and principles of bioethics across the world. It will introduce descriptive, prescriptive, interactive and practical bioethics, through the principles accepted in the Universal Declaration on Bioethics and Human Rights (including the UNESCO Core Curriculum in Bioethics). Some particular themes that see different policies between countries and over time will be introduced, such as the refusal of life-sustaining treatment, physician-assisted suicide, organ transplantation, abortion, the balance between individual liberty and protection of the public health, access to health care and rationing of health care. Visiting professors from different cultures will present cases related to the core topics, to supplement the main faculty.  
Course Objectives | This course is an overview which aims to show that bioethics is not about thinking that we can always find one correct solution to ethical problems. There can be different choices made after ethical reflection, and different people make different decisions. Fundamental ethical principles can aid decision-making. Bioethics is learning how to balance different benefits, risks and duties, and to live in consensus with others of different moral conclusions.  
Course Description / Subjects | 1. Making Choices, Diversity and Bioethics  
2. Ethics in History and Love of Life  
3. Moral agents  
4. Ethical limits of Animal Use  
5. Autonomy, Patients’ rights and duties  
6. Theories in bioethics  
7. Doctor-patient relationships  
8. Medical ethics  
9. Informed consent and Informed Choice  
10. Justice and Love of Others; Rights to health care and distribution of health care resources  
11. Medical ethics, culture and health  
12. Bioethics of Love of Life  
13. Definition of death  
14. Organ procurement and transplantation  
15. Ethical issues in medical research, Ethics committees  
16. History of Bioethics  
17. Justice, Culture  
18. Confidentiality  
19. Initiation and termination of medical treatment  
20. Telling the Truth about Terminal Cancer  
21. Euthanasia, End-of-life care  
22. Ethics of Infertility and Assisted Reproductive Technologies  
23. Universal Declaration on the Bioethics and Human Rights  
24. Neurosciences  
Competencies | 1. Identify ethical dilemmas through different lens, including those of gender lens, ability studies, and the perspectives of indigenous communities.  
2. Apply the principles in the UNESCO Bioethics Core Curriculum to real situations.  
3. Think and write critically about these issues from the perspectives of Indigenous Peoples and Global Studies.  
4. Apply knowledge of cultural values in different communities to bioethical dilemmas.  
5. Understand types of Bioethics Committees, procedures and processes.  
6. Access relevant ethics literature, policies, guidelines, and standards.  
7. Apply basic principles of ethical analysis to issues of public health practice and policy.  
Credit for Degrees of: | MBGPH, MSS, MA, Ph.D.  
Course Name | Corporate Financial Management (CFMT)  
Semester Credit Hours | 2  
Hours of Instruction | 30
| **Purpose** | The purpose of this course is to provide the student with the basic understanding of corporate financial management and how they specifically apply to the management and operations of healthcare organizations. |
| **Course Objectives** | Upon successful completion of this course, the student will be able to: (1) briefly explain the pertinent Concepts related to corporate financial management of healthcare organizations; (2) explain the Time Value of Money; (3) describe what are Capital Budgeting Cash Flows; (4) briefly explain the concepts of Risk and Return; (5) explain what is meant by Capital Structure Policy; (6) the difference between Long-Term Financing and Long-Term Debt; (7) the key features of Working Capital Management; (8) explain the principles of Accounts Receivable and Inventory Management; (9) identify the main features of Mergers and Acquisitions; (10) identify the indicators of Financial Distress in healthcare organizations. |
| **Credit for Degrees of:** | MBA |

| **Course Name** | Developmental and Educational Psychology (DEEP) |
| **Semester Credit Hours** | 3 |
| **Hours of Instruction** | 45 |

**Purpose**
This course provides an overview of current research and theory about human development. A) Students are expected to gain an understanding of the main classical theories on human developmental. B) It will enhance students’ understanding of significant developmental changes that occur over the life span: physical, cognitive, and personal-social developmental transitions; C) Students must know some problems arising in development and some educational intervention programs; and D) Some research techniques used in this area.

**Course Objectives**
The objectives of this course are to help students to understand the nature and needs of person’s at all developmental level, how it can intervene from the field of education, and to get some general ideas about how to research in this area.

**Course Description / Subjects**
Classical theories on human development
1) Erikson's and Psychosocial Theory; Theories of moral development;  
2) Ausubel’s Theory  
3) Vygotsky’s and Brofemheren Contextual approach; ethological approach.  
4) Theories of Cognitive Development - Piagetian approach, Information processing approach.  
Developmental changes that occur over the life span: physical, cognitive, and personal-social developmental transitions.  
5) Infancy development  
6) Childhood development  
7) Adolescence development  
8) Adulthood development  
9) Death and dying  
Problems arising in development and some educational intervention programs:  
10) Moral and Emotional problems (Kolberg’s Theory and Goleman)  
11) How to intervene with problems of adolescents in schools: programs against misbehavior, school violence, bullying and lack of communication, social and emotional skills.  
12) Development emotional balance and mindfulness programs in the schools. The key to happiness.  
Developmental and Educational Psychology Research:  
13) Main Research Methods in Developmental Psychology: observation, interviews, surveys and focus groups.  
14) The ability to write a standard research report using American Psychological Association (APA) guidelines  
15) Theories of development across culture
| Competencies                                                                 | 1) Understanding the behavior of people from a human development perspective  
|                                                                             | 2) Identify dilemmas through different lens                                      
|                                                                             | 3) Engage in quality thinking, reflective processes and creative thinking.        
|                                                                             | 4) Recognize that the person is not an isolated entity influenced by intrinsic biological aspects, but it is influenced by external environments, and at the same time, these contexts are influenced by the person. 
|                                                                             | 5) Examine the different theories of human development and changes in the different stages 
|                                                                             | 6) Listen well and communicate interest, respect, support, and empathy to involved parties. 
|                                                                             | 7) To learn some strategies to intervene in main f adolescents problems o in schools 
|                                                                             | 8) To acquire some research strategies in the field of Developmental and Education Psychology 
|                                                                             | 9) Elicit the moral views of the involved parties.                               
|                                                                             | 10) Represent the views of the involved parties to others.                       
| Credit for Degrees of:                                                      | MBGPH, MPH, MA, Ph.D.                                                          |

| Course Name                                                                 | Environmental Ethics (ENET)                                                    |
| Semester Credit Hours                                                        | 3                                                                            |
| Hours of Instruction                                                         | 45                                                                           |
| Purpose                                                                     | The purpose of this course is to examine environmental ethics, which is critical for the survival of many local communities living in fragile communities, as well as the global community. |
| Course Objectives                                                           | The objectives of this course are to obtain a comprehensive understanding of environmental ethics around the world, and to be able to apply this to decision-making. |
| Course Description / Subjects                                                | 1) Ecology and Life                                                           
|                                                                             | 2) Biodiversity and extinction                                                 
|                                                                             | 3) Environmental Sciences                                                      
|                                                                             | 4) Environmental Economics                                                     
|                                                                             | 5) Sustainable Development                                                     
|                                                                             | 6) Environmental Ethics                                                        
|                                                                             | 7) Traditional Knowledge, Ethics and Sustainable Development                  
|                                                                             | 8) Asia-Pacific Environmental Ethics                                           
|                                                                             | 9) Love of Nature and ecological ethics                                         
|                                                                             | 10) Biodiversity                                                               
|                                                                             | 11) Universalism and Ethical Values for the Environment                       
|                                                                             | 12) Ethics of animal intensification and the environment                       
|                                                                             | 14) Energy Equity and Environmental Security                                   |

| Competencies                                                                 | 1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents 
|                                                                             | 2. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. 
|                                                                             | 3. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards. 
|                                                                             | 4. International Ethical Principles and Law relating to the Environment 
|                                                                             | 5. To encourage awareness of ecological ethics and teach the ability to apply these principles to daily and professional lives. 
|                                                                             | 6. To highlight the values of biodiversity, the importance of biodiversity and its loss. (Residential) 
|                                                                             | 7. Self reflection on the cosmologies and relationships that we have with the environment in our own communities in the past and today. 
|                                                                             | 8. Reflect on traditional knowledge and Environmental Ethics                   |

| Credit for Degrees of:                                                      | MBGPH, MBA, MSS, MPD, MA, Ph.D.                                                |

<p>| Course Name                                                                 | Epidemiology, Biostatistics &amp; Public Health (EBPH)                           |</p>
<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the essential principles and foundations of epidemiology and biostatistics as applied in public health.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>The objectives of this course include that the student gain a working understanding of the principles of the general and basic understanding of epidemiological methods relating to biostatistics and public health.</td>
</tr>
</tbody>
</table>
| Course Description / Subjects | 1. Introduction to Epidemiology  
2. Biostatistics (probability; random variables and probability distributions; estimation and hypothesis testing; sample size; study design; statistical measures of association among variables; experimental studies; survival analysis; and cause and effect, etc.)  
3. Case control studies and Experimental Study Designs  
4. Medical Genetics and Genetic Screening  
5. Confidentiality and Privacy  
6. Public Health Ethics for Professionals; International Genetic Guidelines  
7. Prenatal Screening Programs and Population Genetic Statistics  
8. Biobanking; Human Genome Project  
9. Screening genetic diseases among the population  
10. Population Genetics - HGDP Ethics, indigenous populations and genetic histories,  
11. Infectious Disease and Disease Prevention |
| Competencies          | 1). Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.  
2). Identify key sources of epidemiologic data, and comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.  
3). Identify the principles and limitations of public health screening programs, including the evaluation of validity and reliability of screening tests.  
4). Describe epidemiologic study designs and assess their strengths and limitations.  
5). Describe the role biostatistics serves in the discipline of public health. Interpret results of statistical analyses found in public health studies.  
6). Understand analysis of basic study designs and apply descriptive and inferential methodologies accordingly to answer a particular research question.  
7). Identify vital statistics and other key data sources, and apply descriptive techniques commonly used to summarize public health data. |
| Credit for Degrees of:| MPH, MHA, Ph.D. |

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Equity and Justice in Education (EJED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>This course is designed for those who are interested in a more integrated lens to understand educational issues in the age of globalization. As our societies increasingly become diverse, immigrants and transnational experiences, inclusive curriculum and teaching practices, addressing various types of “-isms”, role modeling and representation in schools and professions, and anti-oppressive education are some of the topics that must be considered and discussed urgently. This course regards education as a foundation to promote the potential to recognize and meet the needs of and ensure fairness and justice for all individuals and communities while pushing us out of our comfort zones. Thus, the course overviews theories, concepts, and applications of critical theorizing that have played key roles to better understand equity and justice issues in education. Using critical consciousness as an analytical lens, we examine issues of power, privilege, and oppression that emerge at the intersection of race, ethnicity, gender, socioeconomic gaps, belief systems, home language(s), nationality, citizenship, aging, disability, sexual orientation, and other categories. Then the course identifies the practices and incidents often unexamined and under-addressed in educational contexts where individual experiences and life chances were affected and limited due to the intersectionality documented in qualitative research. Finally, we will create dialogues around ways educators can engage in advocacy for equity and justice to promote human wellbeing and a just society.</td>
</tr>
</tbody>
</table>
Course Objectives

- Recognize how inequities have bases in economic, political, social, and cultural institutions
- Critically examine the social structure to determine how it impacts student learning, school culture, and everyday experience of your own
- Develop an understanding of the role of social justice in education
- Create transformative learning experiences in each participant's living and working context
- Develop enhanced curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with students, colleagues, and peers with cultural sensitivity and responsiveness in mind

Course Description / Subjects

Topics include:
1. Reading the world and the word
2. Freire and Pedagogy of the Oppressed
3. Critical Pedagogy
4. Gramsci on hegemony
5. Addressing power, privilege, and oppression in education
6. Race and gender consciousness in Western Wisdom (Kant, Hegel, and Marx)
7. Fanon, Postcolonialism, and education
8. Historically oppressed groups and communities and education
9. Critical Race Theory
10. Whiteness and White privilege in the age of Trump
11. Islamophobia and microaggressions toward Muslims
12. Gender and sexual diversity in schools
13. Men and masculinities
14. Transgender community in Pakistan speaks out
15. Globalization and English language education in Asia
16. Culturally relevant education in computing
17. Inclusive curriculum and teaching practices
18. Affirmative action and college admission
19. Identity, reflexivity, and research

Competencies

1. Be able to identify and construct goals of bioethics education as teachers.
2. Understand student-centered learning.
4. Be able to construct and use cases in values education.
5. Explain the different ways of evaluation, with their benefits and disadvantages.
6. Develop age and case specific approaches to moral development.

Credit for Degrees of: MPH, MBGPH, MSS, MPD, MA, Ph.D.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Essentials of Community Health (ESCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the essential principles and foundations of community health and to understand its relation to public health.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>The objectives of this course include that the student gain a working understanding of the principles of community health and to understand its role in the general public health arena.</td>
</tr>
</tbody>
</table>
| Course Description / Subjects                                                                 | 1. Ableism and People of Different Abilities  
2. Moral agents, Communities and Animals  
3. Public Health, Community Health, Justice, Medical ethics  
4. Autonomy and Communities  
5. Health Care Systems, Justice and Community Health  
6. Definition of death, organ transplants  
7. Ethical issues in medical research, Ethics committees  
8. Communities over History  
9. Euthanasia, End-of-life care, Elderly  
10. Maternal, Infant, Child Health and Reproduction  
11. Gender theory and gender roles; Gender toolkit  
12. Community Health and Minorities. Genetics and Behavior; ELSI issues |
| Competencies                                                                                     | (1). Apply basic principles of ethical analysis to issues of public health practice and policy.  
(2). Describe the roles of history, power, privilege and structural inequality in producing health disparities.  
(3). Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.  
(4). Explain methods of ensuring community health safety and preparedness.  
(5). Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. |
| Credit for Degrees of:                                                                          | MBA, MHA, MPH, Ph.D. |

| Course Name                                                                                     | Essentials of Environmental Health (ESEH) |
| Semester Credit Hours                                                                         | 3 |
| Hours of Instruction                                                                          | 45 |
| Purpose                                                                                         | The purpose of this course is to provide the student with the essential principles and foundations of environmental health from a public health perspective. |
| Course Objectives                                                                              | The objectives of this course include that the student gain a working understanding of the principles of the environment and environmental public health. |
| Anticipated Learning Outcomes                                                                  | For the student to be able to understand and apply the general and pertinent principles of the science of environmental health to public health. |
| Course Description / Subjects                                                                 | 1. Ecology; Biodiversity, Environmental Sciences  
2. Sustainable Development and Health  
3. Environmental Ethics  
4. Love of Nature and ecological ethics  
5. Biodiversity ethics; includes ways of valuing biodiversity; health impacts  
6. Universalism and UN Environment Principles  
7. Health, externalities and animal intensification  
8. Health and Environmental Impacts of Science and Technology  
9. Health and Equity; Impacts of Climate Change  
10. Community engagement methods related to mining, energy production, clean-up of polluted sites  
11. Water Pollution, Quality and Health  
12. Health and recombinant DNA technology |
| Competencies                                                                                     | (1). Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.  
(2). Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.  
(3). Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.  
(4). Specify current environmental risk assessment methods.  
(5). Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.  
(6). Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues. |
<p>| Credit for Degrees of:                                                                          | MPH, MHA, Ph.D. |</p>
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Essentials of Health Behavior (ESHB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student the groundwork for understanding, assessing, and effectively applying theories of human behavior within the practice of public health and to help the student understand how health promotion, education, and prevention programs ultimately focus on changing health behavior.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>The objectives of this course include to present to the student a general framework of the pertinent subject matters of health behavior and how they affect the public's health through their interaction with the individual in the community.</td>
</tr>
<tr>
<td>Anticipated Learning Outcomes</td>
<td>For the student to be able to understand, apply and integrate the general principles of health behavior and public health principles.</td>
</tr>
</tbody>
</table>
| Course Description / Subjects | 1. Behavior and Moral Choices  
2. Social/Behavioral Theory and its Roots  
3. Moral Theory  
4. Doctor-patient relationships  
5. Informed consent and Informed Choice  
6. Confidentiality  
7. International Norms  
8. Neurosciences  
9. Inclusion, Altruism and Beneficence  
10. Behavior and education  
11. Individual, Group and Tribal Identity |
| Competencies                | 1). Identify the role of social and community factors in both the onset and solution of public health problems.  
2). Examine racial and ethnic disparities within the context of historic and contemporary social and economic climates.  
3). Recognize the causes of social and behavioral factors that affect health of individuals and populations. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.  
4). Understand the causes of disparities in disease risk, access and utilization of preventive and health care services and health outcomes.  
5). Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.  
6) Access relevant literature, policies, guidelines, and standards. Apply evidence-based approaches in the development and evaluation of social and behavioral science assessments and interventions.  
7) Identify multiple targets and levels of intervention for social and behavioral science programs and/or policies through different lens, including those of gender lens, ability studies, and the perspectives of indigenous communities. |
| Credit for Degrees of:      | MPH, MHA, Ph.D.                                            |

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Essentials of Public Health (ESPH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the essential principles and foundations of public health so that the student can understand the field of public health and how it works through its federal, state and local public health system. It provides the student with the concepts and tools for measuring health and disease in populations, characterizing the relationship of the public health system with medical care and other elements of the overall health system.</td>
</tr>
</tbody>
</table>
### Course Objectives

The objectives of this course include that the student gain a working understanding of the principles of public health and how they interrelate and interact with a general overall healthcare system and medical care system; and to learn the basics of epidemiology, and the study of health and diseases with respect to populations so that effective interventions may be undertaken.

### Course Description / Subjects

1. Public Health Ethics
2. What is Public Health?
3. A Brief History of Public Health in the United States;
4. Understanding and Measuring Health in the United States
5. An Ecological Approach to Public Health
6. Public Health and the Health System;
7. Public Health Law and Government
8. Indigenous Peoples and Public Health
9. Global Public Health
10. Economic Dimensions of Health Outcomes
11. Public Health Practice Profile and their Important and Essential Duties;
12. Regulating Public Health and Professional Codes
13. Public Health Worker Ethics
14. Infectious Disease, Quarantine, Ethics and Law
15. Infectious Disease and Disease Prevention (credit for EBPH for MPH students)
16. Bioterrorism Preparedness

### Competencies

1. Describe the legal and ethical bases for public health and health services.
2. Apply basic principles of ethical analysis to issues of public health practice and policy.
3. Describe the roles of history, power, privilege and structural inequality in producing health disparities.
4. Identify the ethical, social and legal issues implied by public health sciences.
5. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
6. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
7. Identify key sources of epidemiologic data, and comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
8. Calculate basic epidemiology measures, including risk, rate, incidence, and prevalence.
9. Draw appropriate inferences from epidemiologic data.

### Credit for Degrees of:

MBA, MBGPH, MHA, MPH, Ph.D.

### Course Name

Ethics of Science and Technology (ESTE)

### Semester Credit Hours

3

### Hours of Instruction

45

### Purpose

The purpose of this course is to provide the student a review of the ethics of science and technology, excluding genetic technology (which is covered in Bioethics and Genetics course).

### Course Objectives

The objectives of this course include to present to the student a general framework of the pertinent subject matters of health behavior and how they affect the public’s health through their interaction with the individual in the community.
| Course Description / Subjects | 1) Introduction to Science, Technology and Philosophy  
2) Ethics of Science and Scientific Responsibility  
3) Science and Technology over Time and Culture  
4) Nanotechnology ethics, including environmental and health impacts  
5) Information ethics and privacy; Artificial intelligence, the singularity, cyborgs  
6) Nuclear ethics  
7) Disaster ethics  
8) Ethics of Car Use; MDGs and Sustainability  
9) Anthropological research; Nature of Science; UNESCO Status of Scientific Researchers  
10) Biological Weapons Convention  
11) Biosafety and Dual Use Dilemmas  
12) Commercialization of Science and Technology |
| Competencies | 1. Analyze ethical situations that arise in science and technology.  
2. Identify ethical dilemmas through different lenses, including those of gender lens, ability studies, and the perspectives of indigenous communities.  
3. Create and scrutinize policies and practices in various settings relating to science and technology.  
4. Understand scientific responsibility.  
5. Apply ethics to examples of emerging science and technology.  
6. Understand the philosophy of science |
| Credit for Degrees of: | MBGPH, MBA, MSS, MA, Ph.D. |

| Course Name | Global Environmental Change and Sustainability (GLCH) |
| Semester Credit Hours | 3 |
| Hours of Instruction | 45 |
| Purpose | The course will introduce the human and environmental dimensions of global change and sustainability. |
| Course Objectives | The objectives of this course are for the student to learn to look at sustainability as an emergent socio-ecological problem arising from the interactions between human and environmental systems. |

| Course Description / Subjects | The human and ecological dimensions of climate change have become a central focus in the search for global action on the climate change dilemma. The course will draw upon the disciplines of social, natural, and human sciences such as geography, anthropology, ecology, economics, political science, and humanities. Students will look at a range of topics that explore the debate of global environmental change and impacts from the vantage point of social, cultural, economic, political, and policy perspectives. |
| Competencies | (1) Acquire skills of evidence-based approaches to sustainability challenges arising from the interactions between human and environmental systems.  
(2) Develop a comprehensive understanding of human and environmental dimensions of climate change.  
(3) Analyze sustainability issues by linking human development and environmental change. |
| Credit for Degrees of: | MS, Ph.D. |

| Course Name | Global Public Health and Peace (GPHP) |
| Semester Credit Hours | 2 |
| Hours of Instruction | 30 |
| Purpose | The purpose of this course is to provide the student with the essential principles and foundations of global public health public and for the student to understand how those principles related to general public health and their relations to peace. |
### Course Objectives

The objective of this course is to present to the student a general framework, structure and health services as related to global health.

### Course Description / Subjects

1. Dialogues on War and Peace and Human Dignity
2. Hiroshima and the Culture of Peace
3. Peace and Peace-keeping
4. Roles of United Nations and Millennium Development Goals
5. Maritime Trade and Peace
6. History and Concepts of War and Peace
7. Youth Peace Ambassadors
8. Youth as Agents of Change for Peace
9. Peace and the Brain
10. Peace and Public Health
11. Peace and Culture
12. Culture of Peace, Human Rights and Human Dignity
13. Spirituality and Peace
14. Disasters and Looking Beyond Them
15. The Global Peace Index

### Competencies

1. Identify the role of social and community factors in both the onset and solution of public health problems.
2. Examine racial and ethnic disparities within the context of historic and contemporary social and economic climates. Understand the linkages between public health and peace.
3. Recognize the causes of social and behavioral factors that affect health of individuals and populations.
4. Discuss sentinel events in the history of peace, and linkages to health.
5. Create and scrutinize policies and practices in various settings.
6. Be aware of the options for intervention, and the theories behind different conflict resolution approaches.
8. Understand the main structural and psycho-cultural theories about the cause of conflict and methods to overcome this.

### Credit for Degrees of:

MBGPH, MPH, MSS, Ph.D.

### Course Name

Healthcare Finance & Economics (HFEC)

### Semester Credit Hours

2

### Hours of Instruction

30

### Purpose

The purpose of this course is to provide the student with the an understanding of the various finance mechanisms used in healthcare today and to understand the basic economic principles relative to the healthcare market and as it relates to public health.

### Course Objectives

The objective of this course is to present to the student a general framework of the pertinent structures and analysis involved in healthcare finance and healthcare economics.

### Course Description / Subjects

1. General Principles of Accounting; Financial Statements; Strategic Financial Planning
2. Economics; Health Markets;
3. Commercialization; The Pharmaceutical Industry
4. Vulnerability and Social Responsibility
5. Price of a Human Life?; Eugenics
6. Fertility, Economics and Assisted Reproduction
7. Health Care Systems and Global Health; Technology Transfer
8. Environmental Economics; Market Cycles

### Competencies

(1). Apply principles of strategic planning and marketing to public health.
(2). Apply quality and performance improvement concepts.
(3). Calculate basic epidemiology measures, including risk, rate, incidence, and prevalence.
(4). Learn basics of economic theory and practice.
(5). Learn basics of financial administrative practices and cash practices.
### Course Name: Healthcare Financial Management and Accounting (HFMA)

<table>
<thead>
<tr>
<th>Credit for Degrees of:</th>
<th>MBA, MHA, MPH, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the essential principles and foundations of healthcare financial management and basic accounting principles used to make financial decisions in healthcare administration.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) Use specific knowledge of economic and healthcare finance concepts, terminology, classifications, methods and trends; (2) Understand the basics concerning the interpretation of financial statements and evaluate organizational performance; (3) Understand the use of computer spreadsheets for financial analysis; (4) Understand the concepts and analytical tools used for capital investment and financing decisions; (5) Understand the importance of financial management for healthcare organizations in a rapidly changing medical delivery system; (6) Discuss key topics in healthcare finance and express opinions intelligently; (7) Demonstrate the ability to apply class discussion and theory to practical applications within the healthcare financial environment; (8) Utilize financial information for decision-making and evaluate organizational performance; (9) Develop skills, competencies, values, and points of view needed for financial decision-making; (10) Demonstrate an understanding of payment methods used to reimburse health service providers and the role of health insurance in financing health services; (11) Relate financial decision-making to pressures from the external environment; (12) Demonstrate an understanding of the function of the financial team and chief financial officer of health organizations; (13) Apply quantitative methods for decision-making;</td>
</tr>
<tr>
<td>Credit for Degrees of:</td>
<td>MHA</td>
</tr>
</tbody>
</table>

### Course Name: Healthcare Leadership (HCLS)

<table>
<thead>
<tr>
<th>Credit for Degrees of:</th>
<th>MHA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the fundamental principles of leadership and how such principles apply in healthcare leadership.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) develop an understanding of the systems approach as applied to human and organizational behavior; (2) identify the role of personality and perception in affecting behavior in organizations; (3) critically examine traditional and contemporary approaches to work motivation; (4) analyze the role of groups in organizations and their impact upon performance; (5) evaluate the current state of knowledge regarding leadership and leader behavior; (6) examine the variables affecting individual and group decision making/problem solving; (7) review the importance of communication in all aspects of the organization's functioning; (8) evaluate different approaches to job and organizational design; (9) analyze contemporary approaches to organizational change and managing people; (10) identify and discuss board governance and leadership as it relates to structure, responsibilities, quality, and strategic planning; (11) utilize force field analysis in various case study application exercises; (12) reflect upon and assess one's leadership abilities and values; (13) express educated opinions, both orally and in writing, on current events and leadership issues; (14) apply new knowledge to address problems and issues confronting leaders; (15) utilize the case method approach to analyze and understand organizational leadership issues; (16) demonstrate critical thinking and critical analysis; (17) apply principles and concepts of diversity leadership and globalization; and (18) exhibit good communication and interpersonal skills.</td>
</tr>
<tr>
<td>Course Name</td>
<td>Healthcare Management (HCMT)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The purpose of this course is to provide the student with the understanding of the various finance mechanisms used in healthcare today and to understand the basic economic principles relative to the healthcare market and as it relates to public health.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objective of this course is to present to the student a general framework and understanding of the pertinent issues related to healthcare management both in a profit and non-profit setting.</td>
</tr>
</tbody>
</table>
| **Course Description / Subjects**   | 1. Health Care Management and Standards of Care  
2. Health Governance Procedures; Historical development of human research protection; Ethics Committees  
3. Organizational Behavior and Management Thinking; Ethics Committees  
4. Health Management Capacity Building and Training, including educating Ethics committees  
5. Human experimentation and regulations (HHS, FDA, EU, WHO), Institutional Review Boards  
6. Informed consent, waivers, vulnerable populations  
7. Social Sciences and Anthropology Ethics  
8. Conflicts of interest  
9. Health System Management in Cities  
10. Quality of Healthcare  
11. Organizational Ethics and the Law  
12. Medical Error |
| **Competencies**                    | (1). Describe the legal and ethical bases for public health and health services.  
(2). Discuss the policy process for improving the health status of populations.  
(3). Apply principles of strategic planning and marketing to public health.  
(4). Apply quality and performance improvement concepts to address organizational performance issues.  
(5). Apply "systems thinking" for resolving organizational problems.  
(6). Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.  
(7). Understand healthcare management. |
| **Credit for Degrees of:**          | MBA, MHA, MPH, Ph.D.        |
| Course Name                          | Healthcare Organization Strategy & Marketing (HOSM) |
| Semester Credit Hours               | 3                           |
| Hours of Instruction                | 45                          |
| **Purpose**                         | The purpose of this course is to provide the student with the fundamental principles of strategy and marketing – and to help the student be able to integrate them and apply them to healthcare organizations. |
| Course Objectives | Upon successful completion of this course, the student will be able to: (1) define marketing and strategic planning; (2) demonstrate knowledge and skills in health care marketing and planning; (3) learn strategic planning theories, principles, concepts, terms, methods, tactics, and tools; (4) learn marketing theories, principles, concepts, terms, methods, tactics, and tools; (5) develop competencies, interests, and viewpoints in health services planning and marketing; (6) apply knowledge, theories, models, methods, processes, tools, and skills of planning and marketing for decision making and problem solving; (7) analyze applications of planning and marketing in health care; (8) apply the strategic planning process to a health care organization; (9) define how strategic planning guides an organization position itself in its defined market; (10) discuss and define the position of the marketing function within the overall organizational; (11) structure of a health care system; (12) formulate a health services marketing plan; (13) compare alternative market research methods; (14) integrate strategic planning with marketing; (15) conclude why marketing and strategic planning are important for health care organizations; (16) improve writing, speaking, listening, and discussion skills; (17) understand the theories and forces related to organizational strategy; (18) understand the steps and measurement systems involved with strategic interventions in healthcare organizations. |
| Credit for Degrees of: | MHA |
| **Course Name** | Human Research Subject Protection (HRSP) |
| **Semester Credit Hours** | 3 |
| **Hours of Instruction** | 45 |
| **Purpose** | The purpose of this course is to examine fundamental issues in the ethics of human subjects research, and the regulation of human research subject protection nationally and internationally. |
| **Course Objectives** | The objectives of this course include to review the history of use of human persons in research, including the evolution of medical ethics, human rights, and |
| **Competencies** | (1) Moral reasoning and ethical theory as it relates to Health Care Ethics Consultations (HCEC). (2) Bioethical issues and concepts that typically emerge in HCEC. (3) Health care systems as they relate to HCEC. (4) Clinical context as it relates to HCEC. (5) Health care institution in which the consultants work, as it relates to HCEC. (6) Local health care institution’s policies relevant for HCEC (7) Beliefs and perspectives of patient and staff population where one does HCEC. (8) Relevant codes of ethics, professional conduct, and guidelines of accrediting organizations as they relate to HCEC. (9) Health law relevant to HCEC. |
| **Credit for Degrees of:** | MBGPH, MSS, MPD, MA, Ph.D. |
| **Course Name** | Indigenous Traditions and Bioethics (INTB) |
### Indigenous Knowledge Systems in Public Health Care

<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The purpose of this course is to provide the student with the an understanding of some of the thousands of indigenous traditions and their perspectives of bioethics.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objective of this course is to present to the student as much of an essence that can be transmitted in a learning environment some of the wisdom of indigenous tradition.</td>
</tr>
</tbody>
</table>

#### Course Description / Subjects
1. What it means to be indigenous today?
2. Examples of colonization in past centuries
3. Survey of world views and cosmologies of different tribal communities
4. Biodiversity and oneness
5. Traditional healthcare and medical practice
6. Indigenous ways of knowing
7. Field work and project
8. Art and music around the world
9. Fusion cultures and mundialization
10. Language and moral reasoning

#### Competencies
1. Describe the world views of ten indigenous traditions.
2. Have a deeper understanding of a particular indigenous tradition.
3. Be able to reason about bioethics using different perspectives and lens.
4. Be clearer on the concept of a sovereign nation.

**Credit for Degrees of:** MPH, MBGPH, MSS, MPD, MA, Ph.D.
### Course Description / Subjects

1. Comparative Histories and Philosophies of Indigenous Medical and Health Care Systems  
2. Chinese Medical Knowledge  
3. Indian Medical Knowledge  
4. African Medical Knowledge  
5. Pre-Western American Medical Knowledge  
6. Nature and Patterns of Indigenous Medical and Health Care Systems  
7. Indigenous Knowledge Systems Research Methodologies in Medical and Health Care  
8. Gender Issues in Indigenous Medical and Health Care Systems  
10. National and International Policies on Traditional Medicine and Health Care  
11. Intellectual Property Rights and Traditional Medicine  
12. Concepts of Equity and Justice in Traditional Medicine and Health Care  
13. Bioethical Implications of Traditional Medicine and Health Care

### Competencies

1. Ability to apply the major concepts, theories, philosophies of IKS-based medical and health care systems in a specific context;  
2. Ability to conceptualise IKS research problems, construct research designs, collect and analyse data in the context of medical and health care systems;  
3. Critical and effective engagement with multiple discourses and sources of knowledge in IKS-based medical and health care systems;  
4. Apply indigenous value systems in a historical, contemporary and philosophical context based on ethical and professional practice related to medical and health care systems;  
5. Access, articulate and disseminate IKS-related information on medical and health care systems from multiple sources to solve problems experienced by a range of audience;  
6. Take accountability and responsibility on decision-making and use of resources related to IKS-based medical and health care systems.

### Credit for Degrees of:

MPH, MBGPH, MSS, MPD, MA, Ph.D.

### Course Name

International Development and Sustainability (IDSU)

### Semester Credit Hours

3

### Hours of Instruction

45

### Purpose

The course will introduce students to the historical roots of development theory with the emerging core issues of sustainability.

### Course Objectives

The objectives of this course are for the student to learn how to understand critical challenges of achieving human development sustainably.

### Course Description / Subjects

This course introduces students to the historical roots of the idea of development and global sustainability. It will first look at various economic theories of growth and their implications for sustainability and its interrelationship with population growth, poverty, energy and food security, urbanization, technological change, globalization, and environmental change at local, regional, and global levels and scales.

### Competencies

1. Acquire skills of evidence-based analysis of international development issues.  
2. Analyze theories of sustainability with in the context of 21st century situations related to achieving development sustainably.  
3. Develop research problems linking development questions with sustainability.

### Credit for Degrees of:

MBA, MSS, MPD, MA, Ph.D.

### Course Name

International Business and International Taxation (IBIT)

### Semester Credit Hours

2

### Hours of Instruction

30
<table>
<thead>
<tr>
<th>Purpose</th>
<th>The purpose of this course is to provide the student with the fundamental principles of international business and to also provide the student with an understanding of the international tax consequences and issues associated with multinational corporations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) provide some definitions and context for the term &quot;Globalization&quot;; (2) discuss the principles of Ethics in International Business; (3) briefly summarize what is meant by the International Trade Theory; (4) describe the principles of Political Economy of International Trade; (5) explain what Regional Economic Integration means; (6) describe the Global Monetary System; (7) explain the Strategy of International Business; (8) explain the Organization of International Business; (9) identify key tenants of Financial Management in International Business; and (10) discuss the issues related to international taxation and multi-national companies.</td>
</tr>
<tr>
<td>Credit for Degrees of:</td>
<td>MBA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Introduction to Healthcare Systems (INHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the fundamental principles of</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) identify the structure, function and financing of the US healthcare system; (2) identify the critical issues the US healthcare system faces; (3) identify major healthcare policies in the US; (4) identify and explain major financing mechanisms for US healthcare.</td>
</tr>
<tr>
<td>Credit for Degrees of:</td>
<td>MHA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Managing Community Health Systems (MCHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course include that the student gain a working understanding of the principles of community health and to understand the role of long-term care across the continuum.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) identify the structure, function of health systems in place in the community (2) understand the changing long-term care scene in the community; (3) understanding long-term care providers; and (4) identify the critical management issues in long-term health care systems.</td>
</tr>
<tr>
<td>Credit for Degrees of:</td>
<td>MHA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Marketing (MARK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the fundamental principles of business marketing – and to help the student be able to integrate them and apply them to healthcare organizations.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) explain The Meaning of Marketing; (2) what are the Prerequisites for Marketing; (3) what are the Elements of Successful Marketing; (4) describe the process of Marketing Research; (5) identify when is a Marketing Planning Approach Needed; (6) describe the Strategic Marketing Process; (7) what are the Requirements for Organizational Marketing Success; (8) what does Marketing Strategy mean; (9) describe how to analyze the Competitive Market; (10) how do you establish Marketing Objectives; (11) describe the key issues in Healthcare Competition; (12) describe the Meaning of Price and the process for Establishing the Price; (13) explain how to Control and Monitor Marketing Performance; (14) explain Market Share Analysis; (15) discuss Variance Analysis.</td>
</tr>
<tr>
<td>Credit for Degrees of:</td>
<td>MBA</td>
</tr>
</tbody>
</table>

| Course Name | MBA Thesis and Public Defense (THBA) |
| Semester Credit Hours | 6 |
| Hours of Instruction | 90 |
| Purpose | The purpose of this course is to complete final preparation of the student’s MBA Thesis and to prepare and rehearse for the MBA Public Defense. |
| Course Objectives | The objective of this course is to have the student complete his / her preparation of the foundational sections of their MBA Thesis and to prepare for a Public Defense. |
| Credit for Degrees of: | MBA |

| Course Name | MBGPH Thesis and Public Defense (THBE) |
| Semester Credit Hours | 6 |
| Hours of Instruction | 90 |
| Purpose | The purpose of this course is to provide the student guidance in preparation of their MBGPH Thesis, and to strategically assist the student in anticipating questions which might be asked during the Public Defense of the MBGPH. |
| Course Objectives | To nurture the student to enhance their ability to write and defend their thesis. |
| Credit for Degrees of: | MBGPH |

| Course Name | MHA Thesis and Public Defense (THHA) |
| Semester Credit Hours | 6 |
| Hours of Instruction | 90 |
| Purpose | The purpose of this course is to complete final preparation of the student’s MHA Thesis and to prepare and rehearse for the MHA Public Defense. |
| Course Objectives | The objective of this course is to have the student complete his / her preparation of the foundational sections of their MHA Thesis and to prepare for a Public Defense. |
| Credit for Degrees of: | MHA |

<p>| Course Name | MA Thesis and Public Defense (THMA) |
| Semester Credit Hours | 6 |
| Hours of Instruction | 90 |
| Purpose | The purpose of this course is to complete final preparation of the student’s MA Thesis and to prepare and rehearse for the MA Public Defense. |</p>
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Molecular Biology and Bioethics (MBBE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
</tbody>
</table>

**Purpose**

This course introduces the basics of molecular and cell biology, so that students will be able to consider the realistic implications of these techniques in biotechnology. It then will consider the associated ethical, legal and regulatory issues.

**Course Objectives**

This course aims to introduce the basics of molecular biology and discuss the ethical, legal and social (ELSI) issues.

**Course Description / Subjects**

1. Cell structure and function; Cell interaction and communication; Molecular regulation of cell cycle; Basics of Molecular Biology
2. Recombinant DNA technology; Regulation of nucleic acid and protein synthesis
3. Application of recombinant DNA technology to solve environmental problems.
4. Application of recombinant DNA technology to solve medical problems
5. Application of recombinant DNA technology to solve food problems
6. The benefits and risks of recombinant DNA technology
7. Bioethics and DNA recombinant applications; Legal regulation of cell and molecular biology technologies
8. The Impact of GMOs and Environmental Assessment
9. Emerging Biotechnologies
10. Stem cell therapies
11. Molecular Entomology

**Competencies**

1. Recommend appropriate application of recombinant DNA technology to solve environment, health and food problems
2. Integrate knowledge, principles and argumentation in rational discussion
3. Engage in quality thinking, reflective processes and creative thinking
4. Build hypotheses to answer a specific scientific question, design an experiment using an appropriate technique/assay to answer the question, and predict results of their experiment.
5. Understand ELSI issues of Genetics and Molecular Biology

**Credit for Degrees of:** MBGPH, Ph.D.

---

<table>
<thead>
<tr>
<th>Course Name</th>
<th>MPH Thesis and Public Defense (THPH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>6</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>90</td>
</tr>
</tbody>
</table>

**Purpose**

The purpose of this course is to complete final preparation of the student’s MPH Thesis and to prepare and rehearse for the MPH Public Defense.

**Course Objectives**

The objective of this course is to have the student complete his / her preparation of the foundational sections of their MPH Thesis and to prepare for a Public Defense.

**Credit for Degrees of:** MPH

---

<table>
<thead>
<tr>
<th>Course Name</th>
<th>New Perspectives on Sustainability (SUPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
</tbody>
</table>

**Method of Instruction / Mode of Delivery**

Combination hybrid (Onsite and/or online)
| **Purpose** | The course will help students to look and understand new sustainability challenges from multi-disciplinary perspectives. |
| **Course Objectives** | The objectives of this course are for the student to learn the fundamentals of sustainability challenges from multiple disciplinary perspectives. |
| **Course Description / Subjects** | Given the complexity of sustainability, it is extremely important to have an integrated approach to understanding and analyzing sustainability from the social, natural, and human sciences. Using case studies students will be challenged to discuss and exchange ideas and potential solutions to local, regional and global sustainability issues. |
| **Competencies** | (1) Acquire skills of evidence-based approaches to sustainability challenges from a multi-disciplinary perspective. (2) Analyze how new methodological issues in sustainability studies from interdisciplinary fields such as science and technology studies. (3) Apply knowledge to real-life issues locally, regionally and globally. |
| **Credit for Degrees of:** | MS, Ph.D. |

| **Course Name** | Operations Management (OPMT) |
| **Semester Credit Hours** | 3 |
| **Hours of Instruction** | 45 |
| **Purpose** | The purpose of this course is to provide the student with the fundamental principles of operations management and how they apply in a healthcare organization. |
| **Course Objectives** | Upon successful completion of this course, the student will be able to: (1) describe the general principles of operations management; (2) apply operations management to healthcare organizations; (3) understand quality improvement; (4) be able to explain operational planning; and (5) explain the relation of competitive strategy to operations management in healthcare organizations. |
| **Credit for Degrees of:** | MBA |

| **Course Name** | Organizational Behavior (ORBH) |
| **Semester Credit Hours** | 3 |
| **Hours of Instruction** | 45 |
| **Purpose** | The purpose of this course is to provide the student with the fundamental principles of organizational behavior and to specifically show how those principles are interwoven in healthcare organizations. |
| **Course Objectives** | Upon successful completion of this course, the student will be able to: (1) provide a brief overview of Organizational Behavior; (2) describe the various types of Motivation; (3) delineate the basic theories and traits of Leadership; (4) discuss Intrapersonal And Interpersonal Issues: Stress in the Workplace and Stress Management; (5) provide the basic principles of Decision Making; (6) provide the basic tenants of Conflict Management and Negotiation Skills; (7) explain how Groups and Teams work; (8) provide the principles of Managing Organizational Change; (9) discuss the approaches to Resistance to Change and Change Management. |
| **Credit for Degrees of:** | MBA |

| **Course Name** | Ph.D. Thesis Proposal and Public Defense (PPHD) |
| **Semester Credit Hours** | 6 |
| **Hours of Instruction** | 90 |
### Course: Ph.D. Thesis and Public Defense (TPHD)

| **Purpose** | The purpose of this course is to provide the student guidance in preparation of their Ph.D. Thesis, and to strategically assist the student in anticipating questions which might be asked during the Public Defense of the Ph.D. Thesis. |
| **Course Objectives** | To nurture the student to enhance their ability to write and defend their thesis. |
| **Course Description / Subjects** | The design, organization, research and final preparation of the student’s Ph.D. Thesis will be examined in detail. The Thesis will be finalized and preparations completed for the public defense. |
| **Competencies** | (1) Integrate knowledge, principles and argumentation in rational discussion.  
(2) Engage in quality thinking, reflective processes and creative thinking. |
| **Credit for Degrees of:** | Ph.D. |

| **Course Name** | Public Health Law, Ethics, and Policy Analysis (PHLE) |
| **Semester Credit Hours** | 3 |
| **Hours of Instruction** | 45 |
| **Purpose** | The purpose of this course is to present the student the essential principles of public health law, public health ethics, and health policy, and for the student to understand their critical nature and application in general public health. |
| **Course Objectives** | The objective of this course is to present to the student a general framework of public law, ethics and health policy analysis, and to understand the integration of both public health issues and the law into policy making. |
| Course Description / Subjects | 1. Introduction to Public Health Law, Ethics and Policy Analysis  
2. Bioethics across Cultures and Religions  
3. Health Care System  
4. Pharmaceutical Ethics  
5. Education of Bioethics and Public Health Law Ethics  
6. Health Law and the Legal System  
7. Patient Consent  
8. Tropical Disease Burden and Community Engagement, e.g. Vector control  
9. Infectious Disease and Professional Responsibility to Care; Employee Rights and Responsibilities  
10. Organ Distribution  
11. End of Life Care  
12. Disaster medicine and ethics  
13. Mental health ethics  
14. Eugenics and Social Darwinism Abuses  
15. Indigenous bioethics  
16. Islamic bioethics  
17. Conflict of Interest  
18. Patient Abuses in Research and Patient Protection  
19. Specialty Medical Ethics  
20. Ethics and Public Health  
21. Health Care Ethics Committee Dilemmas |
| --- | --- |
| Competencies | (1) Describe the legal and ethical bases for public health and health services.  
(2) Apply basic principles of ethical analysis to issues of public health practice and policy.  
(3) Describe the roles of history, power, privilege and structural inequality in producing health disparities.  
(4) Identify the ethical, social and legal issues implied by public health sciences.  
(5) Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.  
(6) Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data. |
| Credit for Degrees of: | MPH, MBGPH, MSS, MPD, MA, MHA, Ph.D. |
| Course Name | Public Health Preparedness and Bio-terrorism (PHPB) |
| Semester Credit Hours | 2 |
| Hours of Instruction | 30 |
| Purpose | The purpose this course is to present to the student the essential principles of public health emergencies; community preparedness and the public health system; and bio-terrorism. |
| Course Objectives | The objective of this course is to enable the student to appreciate and understand the important interrelating principles which must come into play during a modern day public health emergency as related to community preparedness, the public health system; and bio-terrorism. |
| Course Description / Subjects | 1) Introduction to Science, Technology and Philosophy  
2) Ethics of Science and Scientific Responsibility; Status of Scientific Researchers  
3) Science and Technology over Time and Culture  
4) Biological Weapons Convention  
5) Biosafety and Dual Use Dilemmas  
6) Recombinant DNA technology |
### Competencies
1. Analyze ethical situations that arise in science and technology.
2. Identify ethical dilemmas through different lenses, including those of gender lens, ability studies, and the perspectives of indigenous communities.
3. Create and scrutinize policies and practices in various settings relating to science and technology.
4. Understand scientific responsibility.
5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
6. Understand the issues and history of bioterrorism.
7. Become familiar with emergency public health choices and response measures.

### Credit for Degrees of:
- MPH, MHA, MBA, Ph.D.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Quality and Information Management Systems (QHMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is for the student to learn the basic tenants of information management and how it relates to quality monitoring and quality management.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) identify the key determinates of an information management necessary for success; (2) describe key features of quality improvement systems in healthcare; (3) be able to integrate information management systems and quality management systems for the purposes of determining and measuring health outcomes.</td>
</tr>
<tr>
<td>Credit for Degrees of:</td>
<td>MHA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Research Design and Methodology (RDME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Method of Instruction / Mode of Delivery</td>
<td>Combination hybrid (Onsite and/or online)</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to introduce a range of qualitative and quantitative research methods currently used in sustainability research.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>To nurture the student to enhance their ability to conduct independent research related to sustainability.</td>
</tr>
</tbody>
</table>
| Course Description / Subjects | 1) What is a hypothesis?  
2) Falsifiability hypothesis  
3) Anthropological methods  
4) Sociological methods  
5) Philosophical methods  
6) Nature science and scientific paradigms  
7) Indigenous research traditions and epistemologies  
8) Traditional knowledge  
9) Statistics  
10) What is data and what is big data |
| Competencies | 1) Integrate knowledge, principles and argumentation in rational discussion.  
2) Engage in quality thinking, reflective processes and creative thinking.  
3) Aware of different research paradigms and methods. |
| Credit for Degrees of: | Ph.D. |

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Science and Technology for Sustainability Research Seminar (STSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>
### Social Psychology (SPSY)

<table>
<thead>
<tr>
<th>Hours of Instruction</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>The course will help develop advanced research capability on topics in science and technology for sustainability so that students acquire the ability to apply the theories they learn to actual practice.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objectives of this course are for the student to learn how to apply research skills, and how to evaluate critical research problems through a nexus approach to sustainability and scientific and technological issues.</td>
</tr>
<tr>
<td><strong>Course Description / Subjects</strong></td>
<td>This course introduces students to the theory and evidence-based practice of finding innovative solutions for attaining sustainability through the application of science and technology. The course will also develop skills of making and evaluating hypotheses, and presentation skills. The students will also receive advice on the methodology of research, on how to obtain evidence for research, and how to evaluate and publish their results. The Seminar is intended to give students the opportunity to spend time practicing newly acquired skills and knowledge, as well as exploring new or different areas of investigation linking sustainable development with innovative approaches to harnessing science and technology-based solutions.</td>
</tr>
</tbody>
</table>
| **Competencies** | (1) Acquire skills of evidence-based analysis of the core principles and analytical issues related to sustainability.  
(2) Analyze theories of sustainable development with in the context of 21st century challenges to sustainability.  
(3) Develop research problems linking sustainability with advances in knowledge in science, society and environment – the three pillars of sustainable development. |
| **Credit for Degrees of:** | MS |

| **Course Name** | Social Psychology (SPSY) |
| **Semester Credit Hours** | 3 |
| **Hours of Instruction** | 45 |
| **Method of Instruction / Mode of Delivery** | Combination hybrid (Onsite and/or online) |
| **Purpose** | Social psychology is the scientific study of human behavior within a social and cultural context. It focuses on how individuals act, think, and feel within various social and group settings. Social psychology also researches social perception, social interaction, and social influence.  
- Social perception: our perception of groups, individuals, and ourselves.  
- Social interaction: relationships (interpersonal), altruism, and aggressive behaviour.  
- Social influence: attitudes, conformity, and group processes.  
Social psychology applied in the context of online communities is a relatively new phenomenon. As the use of the internet has allowed individuals to socialize using different mediums, the interactions between individuals and social groups continues to evolve. Additionally, the internet connects individuals from various cultures that introduce new social etiquettes that would otherwise have been unexplored. Laws that govern a society are often influenced by the social accepted behaviors and ideas of the members living within that society. The application of social psychology can provide insight into how a society chooses to create, revise, and disregard laws based on socially acceptable ideations at any given time. The educational system also is a reflection of the social norms within a given society. Social influences include how one is educated; who is educated; and the reason for such education. Finally, individuals with disabilities and the implications related to those with individuals can be further explored within the field of social psychology. Such exploration can include laws passed social barriers; and social attitudes as it relates to individuals with disabilities. |
| **Course Objectives** | The objective of this course is to introduce social psychology within a historical context and explore various components within the field of social psychology. |
| Course Description / Subjects | 1) Introduction to social psychology.  
2) Social perception: our perception of groups, individuals, and ourselves.  
3) Social interaction: relationships (interpersonal), altruism, and aggressive behavior.  
4) Social influence: attitudes, conformity, and group processes.  
5) Application of social psychology in law.  
6) Application of social psychology in education  
7) Application of social psychology in disabilities.  
8) Application of social psychology in online communities.  
9) Application of social psychology and stereotypes.  
10) Application of social psychology and prejudice.  
11) Application of social psychology and discrimination.  
12) New definitions of community. |
| Credit for Degrees of: | MPH, MBGPH, MA, Ph.D. |

| Course Name | Stem Cell and Regenerative Medicine (STEM) |
| Semester Credit Hours | 3 |
| Hours of Instruction | 45 |
| Purpose | The purpose of this course is to provide students with information on the latest developments in animal and human stem cell research and on the application of stem cells to medicine. The course explores the technology and associated ELSI issues associated with the derivation, manipulation, and differentiation of embryonic, germ, and adult stem cells. |
| Course Objectives | The objectives of this course are to introduce the science and practice of stem cell and regenerative medicine. |
| Course Description / Subjects | 1) Cell biology  
2) Human embryonic development  
3) Tissue differentiation in human beings  
4) Regenerative medicine  
5) Autologous stem cell treatment  
6) Case studies of autologous stem cell treatment and recovery  
7) Regulatory Issues  
8) Ethics and science of embryonic stem cells  
9) Ethics, law and science of fetal derived stem cells  
10) Ethics, law and science of gene transfer research  
11) Human induced pluripotent stem cells  
12) Prospects for future clinical applications  
13) Intellectual property issues of stem cells and stem cell technologies |
| Competencies | (1) Understand human stem cells in nature and in medicine.  
(2) Scrutinize policies and practices in stem cell and regenerative medicine.  
(3) Engage in quality thinking, reflective processes and creative thinking.  
(4) Understand the regulatory environment in stem cells and regenerative medicine  
(5) Evidence based research and treatment |
| Credit for Degrees of: | Ph.D. |

| Course Name | Strategic Management (STMT) |
| Semester Credit Hours | 3 |
| Hours of Instruction | 45 |
| Purpose | The purpose of this course is to provide the student with the fundamental principles of strategic management and to specifically show how those principles apply in healthcare organizations. |
### Course Objectives

Upon successful completion of this course, the student will be able to: (1) describe the nature of Strategic Management in healthcare organizations; (2) explain the basics of Internal environmental analysis and competitive advantage in healthcare organizations; (3) discuss briefly the various directional strategies; and (4) explain the principles in communicating the strategy and developing action plans in healthcare organizations.

### Credit for Degrees of:

MBA

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Sustainability and Business (SUBU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The course will introduce students to the business and financial challenges and opportunities related to sustainability.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objectives of this course are for the student to learn how to understand critical challenges and opportunities for business enterprises in the sustainability arena.</td>
</tr>
<tr>
<td><strong>Course Description / Subjects</strong></td>
<td>This course will analyze the evolving interface between sustainability and the business enterprise. It will explore and review the key economic, financial and business concepts in the sustainability arena with an objective to understand the emerging opportunities for enterprises to become “greener” and “more sustainable.” Case studies of alternative enterprise models and examples of businesses that are using the current context to redefine the sustainability and enterprise interface will be explored and discussed.</td>
</tr>
</tbody>
</table>
| **Competencies** | (1) Acquire skills of evidence-based analysis of sustainability and business enterprises.  
(2) Analyze and explore an integrated approach to sustainability and enterprise.  
(3) Develop research problems linking sustainability and enterprise development in an area that interests students. |
| **Credit for Degrees of:** | MBA, MSS, Ph.D. |

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Sustainable Innovations (SUIN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>45</td>
</tr>
<tr>
<td><strong>Method of Instruction / Mode of Delivery</strong></td>
<td>Combination hybrid (Onsite and/or online)</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The course will help advance knowledge on new social, institutional and technical innovations that could address sustainability challenges.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objectives of this course are for the student to learn how to resolve twenty-first century sustainability challenges through innovative and out of the box thinking.</td>
</tr>
<tr>
<td><strong>Course Description / Subjects</strong></td>
<td>This course introduces students to the theory and evidence-based practice of finding innovative solutions for attaining sustainability through the application of innovative solutions through the application of science and technology. The course will show that tackling sustainability challenges need sustainable innovations. These innovations can be both technical and non-technical, for example, social and institutional innovations. Students will undertake individual or group projects involving real-life cases involving sustainability challenges in various domains (energy, food production, housing, healthcare, transportation and so on) to come up with new and innovative solutions at various scales.</td>
</tr>
</tbody>
</table>
### Competencies

1. Acquire skills of evidence-based analysis of the core principles and analytical issues related to innovation theories.
2. Analyze theories of sustainable innovations with in the context of 21st century challenges to sustainability.
3. Develop research problems on new social, institutional and technical innovations that could address sustainability challenges.

### Credit for Degrees of:

MSS, Ph.D.

<table>
<thead>
<tr>
<th><strong>Course Name</strong></th>
<th>Sustainability Science (SUSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Credit Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Hours of Instruction</strong></td>
<td>45</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The course will introduce the emerging science of sustainability.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objectives of this course are for the student to learn to look at sustainability as an emergent problem arising from the interactions between human and environmental systems.</td>
</tr>
<tr>
<td><strong>Course Description / Subjects</strong></td>
<td>This course delves into the core theories of sustainability science, an emerging interdisciplinary field of problem-driven approach to knowledge and theory development dealing with the interactions between human and environmental systems. The underlying core concept that unifies this emerging field of inquiry is the challenge of sustainability, how to improve the wellbeing of present and future generations, by paying particular attention to both inter- and intra-generational equity, in ways that do not breach planetary boundaries so as to conserve the planet’s life support systems over the long term.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>(1) Acquire skills of evidence-based approaches to sustainability challenges arising from the interactions between human and environmental systems. (2) Analyze sustainability issues as an interdisciplinary problem. (3) Analyze sustainability issues by linking human development and conserving planets life support systems with planetary boundaries.</td>
</tr>
<tr>
<td><strong>Credit for Degrees of:</strong></td>
<td>MSS, MPD, MA, Ph.D.</td>
</tr>
</tbody>
</table>
### B. Postgraduate Certificate Program Subjects

All Postgraduate Certificate courses are taught either onsite or with a combination of onsite and online instruction.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Applied Bioethics Research Seminar (ABRS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Credit Hours</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Hours of Instruction</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The course will help develop research ability in the students so they can apply the theories they learn to actual practice. The students may be also under the co-supervision of affiliated persons in a community service program linked to some practical bioethical dilemma.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objectives of this course is for the student to learn how to apply research skills, and how to evaluate their research.</td>
</tr>
<tr>
<td><strong>Credit for Certificates of:</strong></td>
<td>CBGPH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Applied Community and Peace Research Seminar (ACPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Credit Hours</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Hours of Instruction</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The course will help develop research ability in the students so they can apply the theories they learn to actual practice. The students may be also under the co-supervision of affiliated persons in a community service program linked to some practical bioethical dilemma.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objectives of this course is for the student to learn how to apply research skills, and how to evaluate their research.</td>
</tr>
<tr>
<td><strong>Credit for Certificates of:</strong></td>
<td>CCP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Applied Public Health Research Seminar (APHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Credit Hours</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Hours of Instruction</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The purpose of this course is to have the students engage in team building and to explore the public health community; they conduct research on a pertinent public health topic – and present a seminar on their analysis.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The objective of this course is for the students to work as a Team, visit a public health entity or organization, and work together to prepare a paper / class Seminar on their topic.</td>
</tr>
<tr>
<td><strong>Credit for Certificates of:</strong></td>
<td>CPH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Applied Research Seminar in Business Administration (ARBA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Credit Hours</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Hours of Instruction</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The purpose of this course is to have the students engage in Team building and to explore the public health community; they conduct research on a pertinent public health topic – and present a seminar on their analysis. Emphasis will be in Business Administration.</td>
</tr>
<tr>
<td>Course Name</td>
<td>Applied Research Seminar in Healthcare Management (ARHM)</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>The objective of this course is for the students to work as a Team, visit a public health entity or organization, and work together to prepare a paper / class Seminar on their topic. Emphasis will be in Business Administration.</td>
</tr>
<tr>
<td>Credit for Certificates of:</td>
<td></td>
</tr>
<tr>
<td>Course Name</td>
<td>Global and Local Concepts of Peace (GLCP)</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>This course aims to describe what is peace, how to achieve this, and the common barriers to peace in local and global communities.</td>
</tr>
<tr>
<td>Credit for Certificates of:</td>
<td></td>
</tr>
<tr>
<td>Course Name</td>
<td>Principles of Accounting (PACT)</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) describe the general principles of operations management; (2) apply operations management to healthcare organizations; (3) understand quality improvement; (4) be able to explain operational planning; and (5) explain the relation of competitive strategy to operations management in healthcare organizations.</td>
</tr>
<tr>
<td>Credit for Certificates of:</td>
<td></td>
</tr>
<tr>
<td>Course Name</td>
<td>Principles of Bioethics and Cultural Frameworks (PBCF)</td>
</tr>
<tr>
<td>Course Objectives</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the foundations and principles of bioethics across the world. It will introduce descriptive, prescriptive, interactive and practical bioethics, through the principles accepted in the Universal Declaration on Bioethics and Human Rights (including the UNESCO Core Curriculum in Bioethics). Some particular themes that see different policies between countries and over time will be introduced, such as the refusal of life-sustaining treatment, physician-assisted suicide, organ transplantation, abortion, the balance between individual liberty and protection of the public health, access to health care and rationing of health care.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>This course is an overview which aims to show that bioethics is not about thinking that we can always find one correct solution to ethical problems. There can be different choices made after ethical reflection, and different people make different decisions. Fundamental ethical principles can aid decision-making. Bioethics is learning how to balance different benefits, risks and duties, and to live in consensus with others of different moral conclusions.</td>
</tr>
<tr>
<td>Credit for Certificates of:</td>
<td>CBGPH, CCP</td>
</tr>
</tbody>
</table>

| Course Name | Principles of Business Law and Ethics (PBLE) |
| Semester Credit Hours | 2 |
| Hours of Instruction | 30 |
| Purpose | The purpose of this course is to provide the student with the basic principles of law and ethics which are present in and affect the management and operations of healthcare organizations. |
| Course Objectives | Upon successful completion of this course, the student will be able to: (1) briefly explain the basic workings of American Law; (2) define the relevant principles related to Contracts, Intentional Torts, Negligence and Strict Liability, Product Liability; (4) define the Agency Relationship; (5) discuss the basic Forms of Business, Limited Liability Companies, Corporations; and (6) explain briefly what are Shareholders’ Rights and Liabilities |
| Credit for Certificates of: | CBA |

| Course Name | Principles of Bioethics and Genetics (PRBG) |
| Semester Credit Hours | 2 |
| Hours of Instruction | 30 |
| Purpose | This course considers the ethical, legal and regulatory issues that underlie clinical and population genetics such as basic genetics and molecular biology, DNA science, genomics and proteomics. |
| Course Objectives | This course aims to introduce the basics of genetics and reproduction and discuss the ethical, legal and social (ELSI) issues. To consider the balance between the roles of national and international genetics societies such as the International Human Genome Organization in regulation of genetic technology, individuals and populations. |
| Credit for Certificates of: | CBGPH |

<p>| Course Name | Principles of Community Health (PRCH) |
| Semester Credit Hours | 2 |
| Hours of Instruction | 30 |
| Purpose | The purpose of this course is to provide the student with the basic principles and foundations of community health and to understand its relation to public health. |</p>
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Principles of Disaster Prevention (PRDP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Purpose</td>
<td>This course considers the prevention, management and community recovery from disasters. Disasters are increasingly frequent from many cause, and communities can work together to overcome them.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>To review principles used in different cultures to prevent disasters and methods used to recover from them.</td>
</tr>
<tr>
<td>Credit for Certificates of:</td>
<td>CCP, CHA, CPH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Principles of Environmental Health (PREH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with principles of environmental health from a public health perspective.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>The objectives of this course include that the student gain a working understanding of the principles of the environment and environmental public health.</td>
</tr>
<tr>
<td>Credit for Certificates of:</td>
<td>CPH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Principles of Health Behavior (PRHB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the basic principles and theories of human behavior within the practice of public health and to help the student understand how health promotion, education, and prevention programs ultimately focus on changing health behavior.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>The objectives of this course include to present to the student a general framework of the pertinent subject matters of health behavior and how they affect the public’s health through their interaction with the individual in the community.</td>
</tr>
<tr>
<td>Credit for Certificates of:</td>
<td>CPH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Principles of Healthcare Management (PRHM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the an understanding of the basic principles of healthcare management and how they apply to public health.</td>
</tr>
<tr>
<td>Course Name</td>
<td>Principles of Healthcare Systems (PRHS)</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the fundamental principles of how healthcare systems work.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) identify the structure, function and financing of the US healthcare system; (2) identify the critical issues the US healthcare system faces; (3) identify major healthcare policies in the US.</td>
</tr>
<tr>
<td>Credit for Certificates of</td>
<td>CBA, CHA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Principles of Operations Management (PROM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the basic principles of operations management and how they apply in a healthcare organization.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Upon successful completion of this course, the student will be able to: (1) describe the general principles of operations management; (2) apply operations management to healthcare organizations; (3) understand quality improvement.</td>
</tr>
<tr>
<td>Credit for Certificates of</td>
<td>CHA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Principles of Public Health (PRPH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to provide the student with the principles of public health so that the student can understand the field of public health and how it works through its federal, state and local public health system.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>The objectives of this course include that the student gain a working understanding of the principles of public health and how they fit within the overall healthcare system.</td>
</tr>
<tr>
<td>Credit for Certificates of</td>
<td>CPH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Principles of Public Health Law, Ethics, and Policy Analysis (PLEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this course is to present the student the essential principles of public health law, public health ethics, and health policy, and for the student to understand their critical nature and application in general public health.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>The objective of this course is to present to the student a general framework of public law, ethics and health policy analysis, and to understand the integration of both public health issues and the law into policy making.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Credit for Certificates of:</td>
<td>CBGPH</td>
</tr>
</tbody>
</table>
Appendix I

Application for Student Admission to the
American University of Sovereign Nations (AUSN)

AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs. Please download this form in Word; feel free to add supplemental pages as necessary. You can write more information in response to the questions, which will extend the number of pages. Please also submit scans of your academic record, e.g. degrees and transcripts.

<table>
<thead>
<tr>
<th>Given Names:</th>
<th>Family Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex:</td>
<td>Marital Status:</td>
</tr>
</tbody>
</table>

Please indicate which degree or Certificate Program you are applying for:

**Degree Programs**
- Associate’s Degree (undergraduate)
- Bachelor in Arts Degree (BA)
- Bachelor in Science Degree (BSc)
- Master in Bioethics and Global Public Health (MBGPH)
- Master in Public Health (MPH)
- Master in Healthcare Administration (MHA)
- Master in Business Administration (MBA)
- Master of Science and Technology for Sustainability (MS)
- Master of Science in Sustainability, Peace and Development (MSPD)
- Master of Arts in Leadership, Wisdom and Resilience (MA)
- Ph.D. in Bioethics, Sustainability, and Global Public Health (PhD) [Specialization determined later]

**Postgraduate Programs**
- Certificate in Public Health (MPH) with emphasis in Healthcare Management;
- Certificate in Bioethics and Global Public Health (MBGPH);
- Certificate in Healthcare Administration (MHA); and
- Certificate in Business Administration (MBA) with emphasis in Healthcare Management.
- Certificate in Community and Peace

Please indicate if you are affiliated to any of the collaborating Institutions of AUSN, and if so, what is your past and current affiliation:

**Ethnicities:**

<p>| Date of Birth (Day/month/year): | Place of Birth: | Present Nationalities: |</p>
<table>
<thead>
<tr>
<th>Permanent Address:</th>
<th>Present Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tel.:</td>
<td>Cell Tel:</td>
</tr>
<tr>
<td>E-mail:</td>
<td>Home Tel:</td>
</tr>
<tr>
<td>Skype:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In case of emergency, notify:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Tel:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge of Languages:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read</td>
<td>Write</td>
</tr>
<tr>
<td>Language</td>
<td>Easily</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>List all others…</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Skills:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MS-Word</td>
<td>❑ Yes</td>
</tr>
<tr>
<td>MS-Excel</td>
<td>❑ Yes</td>
</tr>
<tr>
<td>MS-PowerPoint</td>
<td>❑ Yes</td>
</tr>
<tr>
<td>Website Design</td>
<td>❑ Yes</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>❑ Yes</td>
</tr>
<tr>
<td>Multimedia Design</td>
<td>❑ Yes</td>
</tr>
<tr>
<td>Database Design</td>
<td>❑ Yes</td>
</tr>
<tr>
<td>Other (Please specify):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Skills and Knowledge (Please add comments):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Research</td>
</tr>
<tr>
<td>Human Rights</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Indigenous Studies</td>
</tr>
<tr>
<td>Public Health</td>
</tr>
</tbody>
</table>
Human Resource Management  Yes  No
Information Technology  Yes  No
Conference Organizing  Yes  No
Public Information/Journalism  Yes  No
Sports  Yes  No
Other (Please specify):  Yes  No

Why do you want to study at AUSN?

Please write a brief description or outline of the outcomes you would like to accomplish during your Studies.

Career Plans:

Education (Include: High School/ College/ University) Please attach scanned copies of your University transcripts and Degree Certificates with this application. Original certificates MUST be shown to AUSN staff upon enrollment. All documents submitted remain the property of AUSN and will not be returned.
<table>
<thead>
<tr>
<th>Institution Name, Place and Country</th>
<th>Attended from/to</th>
<th>Degrees Obtained / Expected</th>
<th>Major Subjects of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mo./Yr</td>
<td>Mo./Yr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. **Employment:** Please describe any previous practical experience you may have had, giving full details of your duties, which may be helpful in the consideration of your Application for Admission.

**Other Potentially Relevant Information:**

a). University scholarships or academic distinctions:
b). Publications (if any):
c). Professional licenses held:
d). Any related test scores:
e). Past community service activities:
f). Anything else we should be aware of

**Insurance:**

- [ ] No, I do not have any kind of Medical Insurance. I would if I start as a Student.
- [ ] Yes, I hereby confirm that I hold a health/accident insurance policy:
  - Company name:
  - Policy number:
    - [ ] Yes, this insurance is effective in USA

Any general comments or questions:
Please attach a photograph. In your covering letter please include the names of 3 referees.

I hereby make application for admission to AUSN. I understand that all fees and tuition must be paid in full when due. I understand that all application materials which are sent to AUSN become the property of AUSN and can not be returned. I understand that the Application Fee is non-refundable.*

________________________________________
Signature

Date: _______________

Please send this form and any attachments or additional documentation to
provost@ausn.info

http://www.ausn.info
Appendix II

American University of Sovereign Nations

Enrollment Agreement
(for Ph.D. degrees)
P.O. Box 3701 Sacaton, Arizona 85147 USA
Tel. (602) - 396-5788 or (928) – 475-2337
Email: provost@ausn.info
http://www.ausn.info

Student Name: _________________________________________ (Print)

Present Address:________________________________________ permanent Address: ________________________________

________________________________________  ________________________________________

Telephone (home):____________________  (Work)___________________________

(Cell)______________________________  Date of Birth: _____________________

Social Security No.:___________________  E-mail: ___________________________

PROGRAM INFORMATION:

Program Title: Doctor of Philosophy in Bioethics, Global Public Health and Regenerative Medicine (Ph.D.)

Commencement Date: __________

Program Length: ________ Credit Hours

TUITION / FEES / COSTS:

The total Student cost for the Ph.D. Program is as follows – which includes ALL FEES:

Tuition: $ __________
Application Fee: $ __________
Student Activity Fee: $ __________
Registration Fee: $ __________
Administration/Registration Fee $ __________
Books/Supplies Student supplied.
Total Program Costs $ __________

The Registration fee must accompany the Enrollment Agreement to secure a space in the program.

TUITION PAYMENTS / DEFERRED PAYMENTS

1. All Payments for Tuition and Fees are expected in Full, at the time of Registration and the Signing of this Enrollment Agreement. A payment plan is offered if payment in full is not possible (See #2).

2. If the Student has requested a deferred payment, an In-house payment plan may be granted by the Dean, and such a payment plan shall be attached to this Enrollment Agreement. (a). Under such a In-house payment plan, a Deposit shall be required along with scheduled payments (either through Credit Card or Automatic Checking Account Withdrawal).
(b). Any Deposit placed under the In-house payment plan shall be first applied to any outstanding Application Fee, Student Activity Fee, and Registration Fee, and then the remaining monies shall be applied to Tuition. All subsequent payments made in accordance with the In-house payment plan shall be applied directly to the Tuition.

(c). The Minimum Deposit which shall be required for the Ph.D. Degree Program shall be the total first year tuition costs due upon the signing of the Enrollment Agreement (which for this agreement equals: ____________________ ).

(d). The remaining tuition monies due after the Initial Deposit has been paid, shall be paid for in subsequent payments at the time of completion of 24 credits of the program (which for this agreement equals: ____________________ ), and at the time of completion of 48 credits of the program (which for this agreement equals: ____________________ ). Such scheduled payments, as noted above, shall be either through Credit Card or Automatic Checking Account Withdrawal.

(b). The Minimum Deposit which shall be required for a Ph.D. Degree Program shall be the total first year tuition costs due upon the signing of the Enrollment Agreement (which for this agreement equals: ____________________ ).

3. The AUSN policies and procedures included in this Enrollment Agreement relating to Tuition Payments and In-house payment plans are applicable to all students.

CANCELATION AND REFUND POLICY:
The AUSN policies and procedures included in this Enrollment Agreement relating to Cancellation, Refund Policy, Three-Day Cancellation, and Other Cancellations are applicable to all students. An applicant denied admission by the school is entitled to a refund of all monies paid.

Three-Day Cancellation: An applicant who provides Written Notice of Cancellation within three (3) days (excluding Saturday, Sunday and federal and state holidays) of signing an Enrollment Agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the Notice of Cancellation, the school shall provide the 100% refund.

Other Cancellations: An applicant requesting cancellation more than three (3) days after signing an Enrollment Agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid (minus a Registration Fee of $50.00).

Refund after the Commencement of Classes:
1. Procedure for Withdrawal / Withdrawal Date:
   A. A student choosing to withdraw after the commencement of classes is to provide Written Notice to the Dean or Provost. The Notice is to indicate the expected last date of attendance and must be signed and dated by the student.

   B. For a student who is on an authorized Leave of Absence (LOA), the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.

   C. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days.

   D. All refunds will be issued within 30 days of the determination of the withdrawal date.

2. Tuition Charges / Refunds:
After the commencement of classes, the tuition refund (less a Registration Fee of $50.00) amount shall be determined as follows:

<table>
<thead>
<tr>
<th>% of the clock hours attempted:</th>
<th>Tuition refund amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% or less</td>
<td>90%</td>
</tr>
<tr>
<td>More than 10% and less than or equal to 20%</td>
<td>80%</td>
</tr>
<tr>
<td>More than 20% and less than or equal to 30%</td>
<td>70%</td>
</tr>
<tr>
<td>More than 30% and less than or equal to 40%</td>
<td>60%</td>
</tr>
</tbody>
</table>
The percentage of the clock hours attempted is determined by dividing the total number of clock hours elapsed from the student’s start date in the course to the student’s last day of attendance in the course, by the total number of clock hours in the course.

Books, supplies and fees: Student shall supply their own books and supplies.

Refunds will be issued within thirty (30) days of the date of written and signed student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

Holder in Due Course Statement:
Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds, hereof Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule effective 5-14-76).

Continuous Enrollment
Students must remain continuously enrolled once they matriculate. “Continuous enrollment” is defined as being (a) registered for credit(s) for a program of study at AUSN, or (b) on an approved Leave of Absence (LOA). A student who fails to re-enroll in the next term, or fails to request and receive an approved LOA, or fails to re-enroll at the completion of an approved leave of absence, may be withdrawn from AUSN and must apply for readmission.

Leaves of Absence
Students wishing to take a break from their studies may be eligible for a Leave of Absence (LOA) after submitting a written request. Students requesting a LOA must submit a written, signed notification and request to the Office of the Dean or Provost. The conditions for LOA are outlined in the Catalog.

Withdrawing From the Semester
Students requesting a LOA after the semester in which they are currently enrolled has started but before the semester has ended, are considered to be “withdrawing from the semester.” The effective date of the LOA/term withdrawal is the date that the written notice is received in the Office of the Dean or Provost. The effective date of LOA/term withdrawal will determine whether or not a student is entitled to a refund.

Withdrawal from AUSN
Students wishing to withdraw from AUSN must submit a written notification to the Office of the Dean or Provost. The effective date of the withdrawal is the date that the written notice is received in the Office of the Provost. The effective date of withdrawal will determine whether or not a student is entitled to a refund. A student will be determined to be withdrawn from the University if she/he has not been continuously enrolled.

Late Payment Policy
Participants who fail to make payment in full by the first day of the course; or by the designated date for the payments under the deferred payment plan; will be excluded from current and future courses. AUSN will pursue, if necessary, any or all legal means of collecting unpaid balances including charging, to the participant, collection costs and legal costs incurred by the University in the process of collecting funds from the participant.

NOTE: The statements above are provided in accordance with the institution’s business license agreement with the Arizona State Board for Private Postsecondary Education. AUSN reserves the right at any time to amend its course fees and methods of payment, in addition to any policies regarding such fees and payment methods. AUSN’s tuition and fees are posted online on its website: http://www.ausn.info.

THE STUDENT UNDERSTANDS:
1. The School does not accept credit for previous education, training, work experience (experiential learning), or CLEP.
2. The School does not guarantee “job placement” to graduates upon program/course completion or upon graduation.

3. The School reserves the right to reschedule the program start date when the number of students scheduled is too small.

4. The School will not be responsible for any statement of policy or procedure that does not appear in the School catalog.

5. The School reserves the right to discontinue the student’s training for unsatisfactory progress, nonpayment of tuition or failure to abide by School rules.

6. Information concerning other Schools that may accept the School’s credits toward their programs can be obtained by contacting the office of the President. It should not be assumed that any programs described in the School catalog could be transferred to another institution. The School does not guarantee the transferability of credits to a college, university or institution. Any decision on the comparability, appropriateness and applicability of credits and whether they should be accepted is the decision of the receiving institution.

7. This document does not constitute a binding agreement until accepted in writing by all parties as evidenced by their signatures below.

**STUDENT ACKNOWLEDGEMENTS:**

1. I hereby acknowledge receipt of the School’s catalog dated _______ which contains information describing programs offered, and equipment/supplies provided. The School’s catalog is included as a part of this enrollment agreement, and I acknowledge that I have received a copy of this catalog. _______ Student initials

2. I hereby acknowledge that I have carefully read and received an exact copy of this Enrollment Agreement and understand this Enrollment Agreement. _______ Student initials

3. I understand that the School may terminate my enrollment if I fail to comply with attendance, academic and financial requirement or if I disrupt the normal activities of the School. While enrolled in the School. I understand that I must maintain Satisfactory Academic Progress as described in the School catalog and that my financial obligation to the School must be paid in full before a certificate may be awarded. _______ Student initials

4. I also understand that this institution does not guarantee job placement to graduates upon program/course completion or upon graduation. _______ Student’s initials

5. Also, I have had explained to me all Tuition, Fees, and Costs (i.e., Books and Supplies, etc.), and have had an opportunity to ask any questions I may have had about them. _______ Student initials

**CONTRACT ACCEPTANCE:**

I, the undersigned, have read and understand this agreement, and acknowledge receipt of a copy. It is further understood and agreed that this agreement supersedes any and all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. I also understand that if I default upon this agreement I will be responsible for payment of any collection fees or attorney fees incurred by the American University of Sovereign Nations.

My signature below signifies that I have read and understand all aspects of this agreement and do recognize my legal responsibilities in regard to this agreement and contract.

_______________________________  ____________________
Signature of Student    Date

______________________________  ____________________
Signature of School Official         Date

**Representative’s certification:** I hereby certify that __________________________ has been interviewed by me and in my judgment, meets all requirements for acceptance as a student. I further certify that there have been no verbal or written agreements or promises other than those appearing on this agreement.
American University of Sovereign Nations

Enrollment Agreement for Master’s degrees
P.O. Box 1701 Sacaton, Arizona 85147 USA
Tel. (602) - 396-5788 or (928) – 475-2337
Email: provost@ausn.info
http://www.ausn.info

Student Name: ___________________________________________ (Print)
Present Address: _______________________________
Permanent Address: _______________________________
Telephone (home): ____________________________ (Work)___________________________
(Cell)______________________________ Date of Birth: _____________________
Social Security No.: ___________________________ E-mail: _______________________

PROGRAM INFORMATION:

Program Title:________________________________________
Commencement Date: __________

Program Length: 480 Total Clock Hours

TUITION / FEES / COSTS:

The total Student cost for the ________ Program is as follows – which includes ALL FEES:
Tuition: $ __________
Application Fee: $ __________
Student Activity Fee: $ __________
Administration/Registration Fee $ __________
Books/Supplies Student supplied.
Total Program Costs $ __________

The Registration fee must accompany the Enrollment Agreement to secure a space in the program.

TUITION PAYMENTS / DEFERRED PAYMENTS

1. All Payments for Tuition and Fees are expected in Full, at the time of Registration and the
Signing of this Enrollment Agreement. A payment plan is offered if payment in full is not
possible (See #2).

2. If the Student has requested a deferred payment, an In-house payment plan may be granted
by the Provost, and such a payment plan shall be attached to this Enrollment Agreement.
(a). Under such an In-house payment plan, a Deposit shall be required along with
scheduled payments (either through Credit Card or Automatic Checking Account
Withdrawal).
(b). Any Deposit placed under the In-house payment plan shall be first applied to any
outstanding Application Fee, Student Activity Fee, and Registration Fee, and then the
remaining monies shall be applied to Tuition. All subsequent payments made in
accordance with the In-house payment plan shall be applied directly to the Tuition.
American University of Sovereign Nations  Academic Catalog 2020  http://www.ausn.info

(c). The Minimum Deposit which shall be required for a Master’s Degree Program shall be half the total degree tuition costs due upon the signing of the Enrollment Agreement (which for this agreement equals: ____________________).  

(d). The remaining tuition monies due after the Initial Deposit has been paid, shall be paid for Masters degree programs in a second payment at the time of completion of half the clock hours of the program (which for this agreement equals: ____________________). Such scheduled payments, as noted above, shall be either through Credit Card or Automatic Checking Account Withdrawal.

3. The AUSN policies and procedures included in this Enrollment Agreement relating to Tuition Payments and In-house payment plans are applicable to all students.

CANCELLATION AND REFUND POLICY:
The AUSN policies and procedures included in this Enrollment Agreement relating to Cancellation, Refund Policy, Three-Day Cancellation, and Other Cancellations are applicable to all students. An applicant denied admission by the school is entitled to a refund of all monies paid.

Three-Day Cancellation: An applicant who provides Written Notice of Cancellation within three (3) days (excluding Saturday, Sunday and federal and state holidays) of signing an Enrollment Agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the Notice of Cancellation, the school shall provide the 100% refund.

Other Cancellations: An applicant requesting cancellation more than three (3) days after signing an Enrollment Agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid (minus a Registration Fee of $50.00).

Refund after the Commencement of Classes:
1. Procedure for Withdrawal / Withdrawal Date:
   A. A student choosing to withdraw after the commencement of classes is to provide Written Notice to the Dean or Provost. The Notice is to indicate the expected last date of attendance and must be signed and dated by the student.
   B. For a student who is on an authorized Leave of Absence (LOA), the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.
   C. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days.
   D. All refunds will be issued within 30 days of the determination of the withdrawal date.

2. Tuition Charges / Refunds:
   After the commencement of classes, the tuition refund (less a Registration Fee of $50.00) amount shall be determined as follows:

<table>
<thead>
<tr>
<th>% of the clock hours attempted:</th>
<th>Tuition refund amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% or less</td>
<td>90%</td>
</tr>
<tr>
<td>More than 10% and less than or equal to 20%</td>
<td>80%</td>
</tr>
<tr>
<td>More than 20% and less than or equal to 30%</td>
<td>70%</td>
</tr>
<tr>
<td>More than 30% and less than or equal to 40%</td>
<td>60%</td>
</tr>
<tr>
<td>More than 40% and less than or equal to 50%</td>
<td>50%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>No Refund is required</td>
</tr>
</tbody>
</table>
**Refunds** will be issued within thirty (30) days of the date of written and signed student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

**Holder in Due Course Statement:**
Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds, hereof Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule effective 5-14-76).

**Continuous Enrollment**
Students must remain continuously enrolled once they matriculate. “Continuous enrollment” is defined as being (a) registered for credit(s) for a program of study at AUSN, or (b) on an approved Leave of Absence (LOA). A student who fails to re-enroll in the next semester, or fails to request and receive an approved LOA, or fails to re-enroll at the completion of an approved leave of absence, may be withdrawn from AUSN and must apply for readmission.

**Leaves of Absence**
Students wishing to take a break from their studies may be eligible for a Leave of Absence (LOA) after submitting a written request. Students requesting a LOA must submit a written, signed notification and request to the Office of the Provost. The conditions for LOA are outlined in the Catalog.

**Withdrawing From the Semester**
Students requesting a LOA after the semester in which they are currently enrolled has started but before the semester has ended, are considered to be “withdrawing from the semester.” The effective date of the LOA/semester withdrawal is the date that the written notice is received in the Office of the Provost. The effective date of LOA/semester withdrawal will determine whether or not a student is entitled to a refund.

**Withdrawal from AUSN**
Students wishing to withdraw from AUSN must submit a written notification to the Office of the Provost. The effective date of the withdrawal is the date that the written notice is received in the Office of the Provost. The effective date of withdrawal will determine whether or not a student is entitled to a refund. A student will be determined to be withdrawn from the University if she/he has not been continuously enrolled.

**Late Payment Policy**
Participants who fail to make payment in full by the first day of the course; or by the designated date for the payments under the deferred payment plan; will be excluded from current and future courses. AUSN will pursue, if necessary, any or all legal means of collecting unpaid balances including charging, to the participant, collection costs and legal costs incurred by the University in the process of collecting funds from the participant.

**NOTE:** The statements above are provided in accordance with the institution’s business license agreement with the Arizona State Board for Private Postsecondary Education. AUSN reserves the right at any time to amend its course fees and methods of payment, in addition to any policies regarding such fees and payment methods. AUSN’s tuition and fees are posted online on its website: http://www.ausn.info.

**THE STUDENT UNDERSTANDS:**
1. The School does not accept credit for previous education, training, work experience (experiential learning), or CLEP.
2. The School does not guarantee “job placement” to graduates upon program/course completion or upon graduation.
3. The School reserves the right to reschedule the program start date when the number of students scheduled is too small.
4. The School will not be responsible for any statement of policy or procedure that does not appear in the School catalog.
6. The School reserves the right to discontinue the student’s training for unsatisfactory progress, nonpayment of tuition or failure to abide by School rules.
6. Information concerning other Schools that may accept the School’s credits toward their programs can be obtained by contacting the office of the President. It should not be assumed that any programs described in the School catalog could be transferred to another institution. The School does not guarantee the transferability of credits to a college, university or institution. Any decision on the comparability, appropriateness and applicability of credits and whether they should be accepted is the decision of the receiving institution.
7. This document does not constitute a binding agreement until accepted in writing by all parties as evidenced by their signatures below.

STUDENT ACKNOWLEDGEMENTS:
1. I hereby acknowledge receipt of the School’s catalog dated ________ which contains information describing programs offered, and equipment/supplies provided. The School’s catalog is included as a part of this enrollment agreement, and I acknowledge that I have received a copy of this catalog. ________ Student initials
2. I hereby acknowledge that I have carefully read and received an exact copy of this Enrollment Agreement and understand this Enrollment Agreement. ________ Student initials
3. I understand that the School may terminate my enrollment if I fail to comply with attendance, academic and financial requirement or if I disrupt the normal activities of the School. While enrolled in the School. I understand that I must maintain Satisfactory Academic Progress as described in the School catalog and that my financial obligation to the School must be paid in full before a certificate may be awarded. ________ Student initials
4. I also understand that this institution does not guarantee job placement to graduates upon program/course completion or upon graduation. ________ Student initials
5. Also, I have had explained to me all Tuition, Fees, and Costs (i.e., Books and Supplies, etc.), and have had an opportunity to ask any questions I may have had about them. ________ Student initials

CONTRACT ACCEPTANCE:
I, the undersigned, have read and understand this agreement, and acknowledge receipt of a copy. It is further understood and agreed that this agreement supersedes any and all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. I also understand that if I default upon this agreement I will be responsible for payment of any collection fees or attorney fees incurred by the American University of Sovereign Nations.
My signature below signifies that I have read and understand all aspects of this agreement and do recognize my legal responsibilities in regard to this agreement and contract.

______________________________  ____________________
Signature of Student    Date

______________________________  ____________________
Signature of School Official         Date

Representative’s certification: I hereby certify that has been interviewed by me and in my judgment, meets all requirements for acceptance as a student. I further certify that there have been no verbal or written agreements or promises other than those appearing on this agreement.

By: _________________________________     Date:__________________
American University of Sovereign Nations

Enrollment Agreement (for Postgraduate Certificates)

P.O. Box 1701 Sacaton, Arizona 85147 USA
Tel. (602) - 396-5788 or (928) – 475-2337
http://www.ausn.info

Student Name:___________________________________________________ (Print)

Present Address:     Permanent Address:
_________________________    _________________________________

Telephone (home):____________________  (Work)___________________________
(Cell)______________________________  Date of Birth: _____________________
Social Security No.:___________________  E-mail: ____________________________

PROGRAM INFORMATION:

Program Title: Postgraduate Certificate in

Commencement Date: ______________
Program Length: 10 Credit Hours

TUITION / FEES / COSTS:

The total Student cost for the Postgraduate Certificate in Community and Peace Program is as follows
– which includes ALL FEES:

Tuition:    $ __________
Application Fee:    $ __________
Student Activity Fee:    $ __________
Registration Fee:    $ __________
Administration/Registration Fee $ __________
Books/Supplies   $ Student supplied.
Total Program Costs   $ __________

The Registration fee must accompany the Enrollment Agreement to secure a space in the program.

TUITION PAYMENTS / DEFERRED PAYMENTS:

1. All Payments for Tuition and Fees are expected in Full, at the time of Registration and the Signing of this Enrollment Agreement. A payment plan is offered if payment in full is not possible (See #2). Such deferred payments are available to all students who can show financial need, ability to pay.

2. If the Student has requested a deferred payment, an In-house payment plan may be granted by the Dean, and such a payment plan shall be attached to this Enrollment Agreement.

   (a). Under such a In-house payment plan, a Deposit shall be required along with scheduled payments (either through Credit Card or Automatic Checking Account Withdrawal).

   (b). Any Deposit placed under the In-house payment plan shall be first applied to any outstanding Application Fee, Student Activity Fee, and Registration Fee, and then the remaining monies shall be applied to Tuition. All subsequent payments made in accordance with the In-house payment plan shall be applied directly to the Tuition.

   (c). The Minimum Deposit which shall be required for the Program shall be $1,500 (one-thousand five hundred dollars; USD) due upon the signing of the Enrollment Agreement.

   (d). The remaining tuition monies due after the Initial Deposit has been paid, shall be paid after completion of 6 credits. Such scheduled payments, as noted above, shall be either through Credit Card or Automatic Checking Account Withdrawal.

3. The AUSN policies and procedures included in this Enrollment Agreement relating to Tuition Payments and In-house payment plans are applicable to all students.
CANCELLATION AND REFUND POLICY:
The AUSN policies and procedures included in this Enrollment Agreement relating to Cancellation, Refund Policy, Three-Day Cancellation, and Other Cancellations are applicable to all students. An applicant denied admission by the school is entitled to a refund of all monies paid.

Three-Day Cancellation: An applicant who provides Written Notice of Cancellation within three (3) days (excluding Saturday, Sunday and federal and state holidays) of signing an Enrollment Agreement is entitled to a refund of all monies paid. The school shall provide the 100% refund, no later than 30 days of receiving the Notice of Cancellation.

Other Cancellations: An applicant requesting cancellation more than three (3) days after signing an Enrollment Agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid (minus a Registration Fee of $50.00).

Refund after the Commencement of Classes:
1. Procedure for Withdrawal / Withdrawal Date:
   A. A student choosing to withdraw after the commencement of classes is to provide Written Notice to the Dean or Provost. The Notice is to indicate the expected last date of attendance and must be signed and dated by the student.
   B. For a student who is on an authorized Leave of Absence (LOA), the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.
   C. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days.
   D. All refunds will be issued within 30 days of the determination of the withdrawal date.

2. Tuition Charges / Refunds:
   After the commencement of classes, the tuition refund (less a Registration Fee of $50.00) amount shall be determined as follows:

<table>
<thead>
<tr>
<th>% of the clock hours attempted:</th>
<th>Tuition refund amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% or less</td>
<td>90%</td>
</tr>
<tr>
<td>More than 10% and less than or equal to 20%</td>
<td>80%</td>
</tr>
<tr>
<td>More than 20% and less than or equal to 30%</td>
<td>70%</td>
</tr>
<tr>
<td>More than 30% and less than or equal to 40%</td>
<td>60%</td>
</tr>
<tr>
<td>More than 40% and less than or equal to 50%</td>
<td>50%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>No Refund is required</td>
</tr>
</tbody>
</table>

The percentage of the clock hours attempted is determined by dividing the total number of clock hours elapsed from the student’s start date in the course to the student’s last day of attendance in the course, by the total number of clock hours in the course.

Books, supplies and fees: Student shall supply their own books and supplies.

Refunds will be issued within thirty (30) days of the date of written and signed student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

Holder in Due Course Statement:
Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds, hereof Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule effective 5-14-76).

Continuous Enrollment
Students must remain continuously enrolled once they matriculate. “Continuous enrollment” is defined as being (a) registered for credit(s) for a program of study at AUSN, or (b) on an approved Leave of Absence (LOA). A student who fails to re-enroll in the next term, or fails to request and receive an
approved LOA, or fails to re-enroll at the completion of an approved leave of absence, may be withdrawn from AUSN and must apply for readmission.

**Leaves of Absence**
Students wishing to take a break from their studies may request a Leave of Absence (LOA). Students requesting a LOA must submit a written, signed notification to the Office of the Dean or Provost. The conditions for LOA are outlined in the Catalog.

**Withdrawing From the Semester**
Students requesting a LOA after the semester in which they are currently enrolled has started but before the semester has ended, are considered to be “withdrawing from the semester.” The effective date of the LOA/term withdrawal is the date that the written notice is received in the Office of the Dean or Provost. The effective date of LOA/term withdrawal will determine whether or not a student is entitled to a refund.

**Withdrawal from AUSN**
Students wishing to withdraw from AUSN must submit a written notification to the Office of the Dean or Provost. The effective date of the withdrawal is the date that the written notice is received in the Office of the Provost. The effective date of withdrawal will determine whether or not a student is entitled to a refund. A student will be determined to be withdrawn from the University if she/he has not been continuously enrolled.

**Late Payment Policy**
Participants who fail to make payment in full by the first day of the course; or by the designated date for the payments under the deferred payment plan; will be excluded from current and future courses. AUSN will pursue, if necessary, any or all legal means of collecting unpaid balances including charging, to the participant, collection costs and legal costs incurred by the University in the process of collecting funds from the participant.

**NOTE:** The statements above are provided in accordance with the institution’s business license agreement with the Arizona State Board for Private Postsecondary Education. AUSN reserves the right at any time to amend its course fees and methods of payment, in addition to any policies regarding such fees and payment methods. AUSN’s tuition and fees are posted online on its website: http://www.ausn.info

**THE STUDENT UNDERSTANDS:**
1. The School does not accept credit for previous education, training, work experience (experiential learning), or CLEP.
2. The School does not guarantee “job placement” to graduates upon program/course completion or upon graduation.
3. The School reserves the right to reschedule the program start date when the number of students scheduled is too small.
4. The School will not be responsible for any statement of policy or procedure that does not appear in the School catalog.
5. The School reserves the right to discontinue the student’s training for unsatisfactory progress, nonpayment of tuition or failure to abide by School rules.
6. Information concerning other Schools that may accept the School’s credits toward their programs can be obtained by contacting the office of the President. It should not be assumed that any programs described in the School catalog could be transferred to another institution. The School does not guarantee the transferability of credits to a college, university or institution. Any decision on the comparability, appropriateness and applicability of credits and whether they should be accepted is the decision of the receiving institution.
7. This document does not constitute a binding agreement until accepted in writing by all parties as evidenced by their signatures below.
STUDENT ACKNOWLEDGEMENTS:
1. I hereby acknowledge receipt of the School’s catalog dated ______________, which contains information describing programs offered, and equipment/supplies provided. The School’s ______ catalog is included as a part of this enrollment agreement, and I acknowledge that I have received a copy of this catalog. __________ Student initials
2. I hereby acknowledge that I have carefully read and received an exact copy of this Enrollment Agreement and understand this Enrollment Agreement. __________ Student initials
3. I understand that the School may terminate my enrollment if I fail to comply with attendance, academic and financial requirement or if I disrupt the normal activities of the School. While enrolled in the School. I understand that I must maintain Satisfactory Academic Progress as described in the School catalog and that my financial obligation to the School must be paid in full before a certificate may be awarded. __________ Student initials
4. I also understand that this institution does not guarantee job placement to graduates upon program/course completion or upon graduation. __________ Student’s initials
5. Also, I have had explained to me all Tuition, Fees, and Costs (i.e., Books and Supplies, etc.), and have had an opportunity to ask any questions I may have had about them. __________ Student initials

CONTRACT ACCEPTANCE:
I, the undersigned, have read and understand this agreement, and acknowledge receipt of a copy. It is further understood and agreed that this agreement supersedes any and all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. I also understand that if I default upon this agreement I will be responsible for payment of any collection fees or attorney fees incurred by the American University of Sovereign Nations.

My signature below signifies that I have read and understand all aspects of this agreement and do recognize my legal responsibilities in regard to this agreement and contract.

_____________________________  ____________________
Signature of Student    Date

_____________________________  ____________________
Signature of School Official         Date

Representative’s certification: I hereby certify that ____________________________ has been interviewed by me and in my judgment, meets all requirements for acceptance as a student. I further certify that there have been no verbal or written agreements or promises other than those appearing on this agreement.

By: ____________________________    Date:__________________
Appendix III

Notice of Cancellation of Enrollment Agreement

I, ____________________________________________________ (Student Name, PRINT), hereby inform the Administration of the American University of Sovereign Nations (AUSN) of my immediate intent to withdraw from AUSN as a student effective ____________.

My initial enrollment date was:  ___________________

My first day of class attendance was:  ___________________

My last day of class attendance was:  ___________________

I am aware of the policies and provisions regarding cancellation and withdrawal from AUSN as included in the Enrollment Agreement and the Cancellation and Refund Policy were given to me when I first enrolled in AUSN.

_____________________________   Date: ____________

Student Signature