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UNIVERSITY OF THE POTOMAC

COURSE CATALOG



A Message from the President



Greetings from University of the Potomac!

As we embark on another academic year, I would like to extend a warm welcome to all our returning students and an enthusiastic welcome to our new students. It is truly a pleasure to have you all here, ready to learn and grow with us.

The University of the Potomac has a rich history of providing students with high-quality education and preparing them for successful careers. Our dedicated faculty, staff, and administration are committed to creating a supportive and inclusive environment where all students can thrive.

As we move forward into this new academic year, I urge all students to not only focus on your academic pursuits but also take advantage of the numerous extracurricular activities and resources available at our university. From clubs and organizations to internships and career services, there are endless opportunities for you to enhance your skills and experiences.

I also encourage all students to engage in meaningful discussions and exchanges with their peers from diverse backgrounds. Our university is a microcosm of the world, and by interacting with individuals from different cultures, beliefs, and perspectives, you will expand your horizons and become a more well-rounded individual.

As your President, I am committed to ensuring that our university continues to provide a transformative educational experience for all students. Together, we can overcome any challenges and achieve great success.

I wish you all the best in your academic journey at the University of the Potomac.

Sincerely,

Andrea Kemp-Curtis
Interim President
University of the Potomac

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GENERAL INFORMATION

Mission Statement

University of the Potomac provides educational opportunities at the undergraduate and graduate level leading to career enhancement for its multicultural learners by offering affordable and accessible education in career-oriented disciplines. The practitioner-led curriculum, building on a strong foundation in general education, utilizes flexible online and campus-based teaching and learning models that feature small classes emphasizing learning through technology. Instruction is delivered by professionally and academically qualified faculty committed to student success.

Institutional Objectives

The following institutional objectives are integral to the mission of University of the Potomac:

- To evaluate and review curricula continually to assure relevance and applicability.
- To provide an environment that fosters student academic, personal, and professional growth.
- To create an appreciation of and provide tools and motivation for lifelong learning.
- To foster skills in technology necessary to excel in an information-based society.
- To maintain a faculty that is academically qualified possesses current professional and technical knowledge and experience and has the ability to convey this knowledge to students.
- To attract qualified students of diverse backgrounds.

University of the Potomac places primary emphasis on instruction and is not a research institution. The University's programs are consistent with its purpose, as stated in its mission, to provide career enhancement in the areas of business and technology.

History

University of the Potomac was established in 1989 as Potomac Educational Foundation to operate an educational institution of higher learning. In 1991, it became Potomac College, a two-year, upper-division degree-completion institution in Rockville, Maryland serving working adults who were currently employed and were seeking to complete their college degrees.

In December 1994, Potomac was accredited by the Accrediting Council of Independent Colleges and Schools.

Potomac College relocated from Rockville, Maryland to 4000 Chesapeake Street NW, Washington, DC in 1997 and was granted approval to award Bachelor of Science degrees by the District of Columbia Education Licensure Commission.

In 1998, the State Council of Higher Education for Virginia granted Potomac College approval to award Bachelor of Science degrees at its Virginia campus. Courses were initiated in Herndon, Virginia in 2001. During these times, Potomac experienced a distinct shift in their student and employer- customer demands, and both companies, and their employees began to demand regional accreditation as a response to the shifting marketplace. As a result, Potomac College pursued and was granted in June 2006, regional accreditation through the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is a post-secondary accrediting

agency recognized by the U.S. Secretary of Education and Council of Higher Education Accreditation.

In 2007, the College received approval to offer online programs, and in the fall of 2008, the College initiated online course delivery to complement the two on-ground campus locations.
In 2012, the Virginia branch campus was relocated to 2070 Chain Bridge Road, near Tyson's Corner, in Vienna, VA.

In 2013, Potomac College was renamed University of the Potomac. This name change has been approved by the District of Columbia Education Licensure Commission in the Office of the State Superintendent of Education. The school's new "University" status is the result of years of academic growth for the institution. To accommodate its growth, University of the Potomac relocated its Washington, D.C. campus into the heart of the city's business and government district at 1401 H Street NW, three blocks from the White House.

In 2018, University of the Potomac at Chicago was established with regulatory approval for non-degree programs from the Illinois Board of Higher Education's Vocational Licensure Division. The University of the Potomac at Chicago has IBHE approval to offer a Medical Assisting diploma and Certificates in English as a Second Language (ESL).

In 2019, the Virginia branch campus was relocated to 7799 Leesburg Pike, Suite 200, near Tyson's Corner in Falls Church, VA. Later that year, Potomac received MSCHE approval to offer doctoral programs in Computer Science, Education, and Business Administration. Due to updated strategic priorities, the University decided to close its learning site in Chicago, IL in December 2022.

Currently, University of the Potomac currently offers three Doctorate degrees, nine Master's degrees, eleven Bachelor of Science degrees, four Associate of Science degrees, and 6 certificate programs. Management, information technology, and business are the primary areas of education.

Modes of Instruction

University of the Potomac offers instruction in two modes:

1. Online delivery. These courses are delivered using Internet-based software in an asynchronous manner. This means that students can log on to their courses and work on them at any time during the day or night.
2. Hybrid delivery. These courses are partially classroom-based and partially online.

See Computer Requirements for All University of the Potomac Courses (Online or Hybrid) and Attendance Policies in this catalog. University of the Potomac reserves the right to cancel programs of study, modes of delivery, or individual courses, as it deems necessary.

University of the Potomac Online

University of the Potomac provides resources and services that support its online learning programs. Students enrolled online must meet the same admission requirements and observe the same policies and procedures as those in a classroom-based environment. All academic services (such as advising, financial aid, learning center/library resources, and student and career services) and access to administrative office personnel are available to students enrolled in online programs

or courses. Classroom-based students may take courses online and could be required to take some online courses.

Facilities

University of the Potomac maintains modern facilities that are equipped to meet the students' educational needs. The campus has Wi-Fi capabilities throughout the facility. Lecture rooms are equipped with charts, diagrams, and other teaching aids relevant to the subjects being taught in that classroom. Technical classrooms/labs are equipped with the equipment students should expect to see and work within their chosen career fields. Facilities provide a comfortable and secure learning environment and require a University issued electronic ID card for entrance.

Accreditation, Licensure, and Approvals

University of the Potomac is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the Secretary of the U. S. Department of Education and the Council for Higher Education Accreditation.

The main campus of University of the Potomac is located at 1401 H Street, N.W., Suite 100, Washington, D.C., and is licensed to operate in the District of Columbia by the Higher Education Licensure Commission of the DC Office of the State Superintendent of Education (formerly District of Columbia Education Licensure Commission in the Office of the State Superintendent of Education).

University of the Potomac's Virginia campus, located at 7799 Leesburg Pike, Suite 200, Falls Church, VA 22043 is certified by the State Council of Higher Education for Virginia, James Monroe Building, 101 North 14th Street, Richmond, VA 23219 (804-255-2600) to operate in Virginia.

University of the Potomac's campuses in Washington, DC, and in Falls Church, VA are authorized to enroll nonimmigrant alien students.

University of the Potomac's Associate of Science, Bachelor of Science, Master's degree, and Doctorate programs are approved by the Veterans Administration for veteran training. Also approved are the following certificate programs:

- **Advanced Certificates**: General Management, Government Contract Management, and Information Systems Management.

- **General Certificates**: General Business, Network Security Management, Office Application Support, Project Management.

The University is a member institution of the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU) between the DoD Office of the Under Secretary of Defense for Personnel and Readiness (USD (P&R)).

Academic Calendar

The academic calendar below pertains to online and on-campus classes. A semester consists of two consecutive sessions. All students must register for at least one semester. The academic calendar is subject to review and change.

2024 Academic Calendar

2024 A Session Track	Dates
New Student Orientation	Wednesday, January 3, 2024
02A Begins	**Monday, January 8, 2024**
Martin Luther King Day, UOTP is closed	Monday, January 15, 2024
President's Day, UOTP is closed	Monday, February 19, 2024
New Student Orientation	Wednesday, February 28, 2024
02A Ends	**Sunday, March 3, 2024**
04A Begins	**Monday, March 4, 2024**
New Student Orientation	Wednesday, April 24, 2024
04A Ends	**Sunday, April 28, 2024**
06A Begins	**Monday, April 29, 2024**
Memorial Day, UOTP is closed	Monday, May 27, 2024
Juneteenth, UOTP is closed	Wednesday, June 19, 2024
06A Ends	**Sunday, June 23, 2024**
Summer Break - no classes	Jun 24-Jun 30, 2024
New Student Orientation	Wednesday, June 26, 2024
08A Begins	**Monday, July 1, 2024**
Independence Day	Thursday, July 4, 2024
08A Ends	**Sunday, August 25, 2024**
Summer Break - no classes	Aug 26-Sep 1, 2024
New Student Orientation	Wednesday, August 28, 2024
Labor Day, UOTP is closed	Monday, September 2, 2024
10A Begins	**Tuesday, September 3, 2024**
New Student Orientation	Wednesday, October 23, 2024
10A Ends	**Sunday, October 27, 2024**
12A Begins	**Monday, October 28, 2024**
Veterans Day, UOTP is closed	Monday, November 11, 2024
Thanksgiving Break, UOTP is closed	Nov 28-29, 2024
12A Ends	**Sunday, December 22, 2024**

Winter Break - no classes	Dec 23, 2024-Jan 1, 2025
New Year's Day- UOTP is closed	Wednesday, January 1, 2025

2025 Academic Calendar

2025 A Session Track	Dates
New Student Orientation 02A	Friday, January 3, 2025
02A Begins	**Monday, January 6, 2025**
Martin Luther King Day, UOTP is closed	Monday, January 20, 2025
President's Day, UOTP is closed	Monday, February 17, 2025
New Student Orientation	Wednesday, February 26, 2025
02A Ends	**Sunday, March 2, 2025**
04A Begins	**Monday, March 3, 2025**
New Student Orientation	Wednesday, April 23, 2025
04A Ends	**Sunday, April 27, 2025**
06A Begins	**Monday, April 28, 2025**
Memorial Day, UOTP is closed	Monday, May 26, 2025
Juneteenth	Thursday, June 19, 2025
06A Ends	**Sunday, June 22, 2025**
Summer Break - no classes	June 23-29, 2025
New Student Orientation	Wednesday, June 25, 2025
08A Begins	**Monday, June 30, 2025**
Independence Day, UOTP is closed	Friday, July 4, 2025
08A Ends	**Sunday, August 24, 2025**
Summer Break - no classes	August 25-31, 2025
New Student Orientation	Wednesday, August 27, 2025
Labor Day, UOTP is closed	Monday, September 1, 2025
10A Begins	**Tuesday, September 2, 2025**
New Student Orientation	Wednesday, October 22, 2025
10A Ends	**Sunday, October 26, 2025**
12A Begins	**Monday, October 27, 2025**
Veterans Day, UOTP is closed	Tuesday, November 11, 2025

Thanksgiving Break, UOTP is closed	Nov 27-28, 2025
12A Ends	**Sunday, December 21, 2025**
Winter Break - no classes	Dec 22, 2025-Jan 1, 2026
New Year's Day- UOTP is closed	Thursday, January 1, 2026

Student Class Schedules

University of the Potomac offers students flexibility in attendance schedules. In addition to online courses, students can choose from day and evening hybrid course offerings meeting two days per week for undergraduates, Monday-Thursday, or Saturdays for graduate students on selected campuses.

In addition, each course requires completion of extensive outside course work, up to twelve (12) hours per week, beyond required class meeting preparation (i.e., assigned text and supplemental readings, study for quizzes and examinations, etc.). At a minimum, outside preparation for undergraduate courses includes written assignments in weeks 1, 3, and 7 and discussion threads in the Learning Management System each week. In graduate courses, there are written assignments and discussion threads each week.

ADMISSION POLICIES AND PROCEDURES

General Admissions Requirements

University of the Potomac admits students who are high school graduates or who have an equivalent form of high school completion. To be admitted proof of high school completion or its equivalent is required.

Applicants to University of the Potomac must:

- Complete an admissions interview conducted in person or via online methods.
- Provide proof of high school (or equivalent) completion. Sign and submit an attestation of high school (or equivalent) completion. Equivalencies include a GED Certificate. Home-schooled students must present a diploma that meets the requirements of the state in which it was issued. (Students with non-US credentials please see *International Student Admissions Requirements*)
- Submit a completed application.
- Pay non-refundable application fee.
- Arrange for official transcripts from all colleges/universities previously attended to be submitted to the Office of Records and Registration, University of the Potomac.
- Submit grade reports or scores from any recognized college equivalency examinations (e.g., CLEP, DANTES, and Advanced Placement).
- Submit certificates from any corporate education training or professional development programs. (Note: An ACE evaluation form may be required to determine appropriate credit for corporate educational training.)
- Submit military training documents. (Note: An ACE military evaluation form may be required to determine appropriate credit for military training.)
-

Registration

Registration is the process of enrolling in courses at University of the Potomac. All students are registered for a full semester (16 weeks or two 8-week sessions). Full-time undergraduate students register for 12 credits (six credits for each session). Full-time graduate and doctorate students register for six credits per semester (three credits each session) but may accelerate their studies by registering for a second course in any session. The process of registration occurs prior to the beginning of each semester and continues each semester of the student's program. By registering at University of the Potomac, students agree to all rules and regulations of the University.
Students with no prior college or university credit or who have not received credit for a college-level English or mathematics course will be required to take the Accuplacer placement tests.

Course Load

The normal course load for full-time undergraduate students is four courses per semester (12 credits), two courses in one session and two courses in the other. Students require permission from the Dean of Undergraduate Studies to take an overload. Students that have completed one

full semester at the University and carry a cumulative grade point average (CGPA) of 3.00 or higher may request permission to register for more than four courses per semester.

The normal course load for full-time graduate students is two courses per semester (6 credits), one course in one session and one course in the other. Full-time graduate students who have completed one full semester at the University and have demonstrated high academic achievement may request permission from the Dean of Graduate Studies to register for additional courses.

These course load limits include courses being taken simultaneously at other institutions.

Accuplacer Placement Tests

Basic skills in English and Mathematics are critical to success in university-level study. Students who are entering the university for the first time or are transferring from another college or university but have not passed a credit-bearing English or mathematics course are required to take the Accuplacer placement tests.

Taking the Accuplacer tests is required, but taking the non-credit transitional course is optional. Accuplacer assessments provide students and their advisors with useful information about the student's academic skills in mathematics, English, and reading. The results of the assessment, in conjunction with a student's academic background, goals, and interests, are used by advisors to determine a student's initial course selection in the first semester of study. It is important that students do their best on these tests, so the University has an accurate measure of a student's academic skills.

Students who score below 80 on the English placement test or below 34 on the mathematics placement test are advised to take transitional coursework to increase their readiness for university-level courses. Students who choose to take transitional studies.

Master's Programs Admissions Requirements

In addition to the above, applicants for graduate programs must provide the following:

- An undergraduate degree in order to enroll in University of the Potomac master's programs, a four-year bachelor's degree or its equivalent in other countries.
- Two Letters of recommendation from individuals who may be a direct supervisor or university faculty member. *
- One required essay, in MS Word document form, addressing the student's preparation for the graduate program.
- Three years of professional work experience, preferably in a mid-level or senior-level manager's position. Proof of experience can be provided in the form of a current resume or letter from the supervisor at the current place of employment.

The Graduate Management Admissions Test (GMAT) is not required for admission to the MBA but is strongly preferred for students who do not have a bachelor's degree in a business-related discipline or lack the pre-requisite courses in business, finance, and economics. Similarly, the Graduate Record Examination (GRE) is not required for admission to the MSIT or MHCA but is recommended.

**This requirement may be waived for those students with Master level transfer credits.*

Doctorate Programs Admissions Requirements (DP)

To be considered for admission into the Doctorate Program (DP), applicants must submit the following documentation and meet the requirements below:

- A University of the Potomac application form
- Registration acknowledgment form
- Arrange for official transcripts from all colleges/universities previously attended to be submitted to the Office of Records and Registration.
- Doctoral students must have an earned master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or internationally recognized institution.
- Submit certificates from any corporate education training or professional development programs.
- Submit military training documents.
- Curriculum vitae or resume.
- Two letters of recommendation letters (academic or professional).
- An essay, in MS Word document form, addressing the applicant's preparation for the doctorate program, proposed research area, and professional goals.
- An in-person, phone, or video interview with a member of the Academic Affairs Division.
- GRE or GMAT scores (no minimum score or time limit); optional.

Doctoral Completion Program (DCP) Admissions Requirements

To be considered for admission into the Doctoral Completion Program (DCP), applicants must submit the following documentation and meet the requirements below:

- A University of the Potomac application form.
- Registration acknowledgment form.
- Transcripts showing your completed coursework in the program of study from your previous doctorate program.
- A written statement on your intent to complete doctorate programs (i.e., reason for not completing your previous program, the role of degree in your career path, proposed research area, and plan for doctorate program success).
- Two letters of recommendation letters (academic or professional)
- Scholarly work sample (optional).
- 36 credits can be reviewed for transfer credits.
- Only coursework completed in the last 10 years is eligible for transfer credit unless a waiver is granted by the Office of Academic Affairs.
- You must have completed all doctorate coursework at the prior institution, with a minimum cumulative GPA of 3.0.
- You must complete an in-person, phone, or video interview with a member of the Academic Affairs Division.
- GRE or GMAT scores (no minimum score or time limit); optional.

International Student Admissions Requirements

University of the Potomac welcomes international students. For admissions purposes, University of the Potomac defines and categorizes an international student as any individual who is a citizen or legal permanent resident of any nation other than the United States. Citizens and legal permanent residents of the United States are excluded from this definition regardless of country of birth, dual or former citizenship status, or ethnicity. Residents of US territories are not considered international students.

For purposes of classroom-based enrollment, international students are additionally defined by University of the Potomac as nonimmigrant aliens residing in the United States on a temporary basis through the auspices of a nonimmigrant visa. In order to attend school, international students typically utilize a *nonimmigrant alien student visa*, though all nonimmigrant aliens who attend University of the Potomac are considered international students regardless of their specific nonimmigrant alien classification.

International Student Undergraduate Admissions Requirements

1. Official academic evidence of completion of secondary education (high school or equivalent), translated into English language (any one of the documents listed below):
    i. Original transcripts or certified copy
    ii. Original diploma or certified copy
    iii. Original verification letter from secondary/high school institution officer or certified copy
2. Official proof of English language proficiency (any one of the items listed below):
    i. TOEFL scores of 70 (iBT) or higher
    ii. IELTS score of 6.0 or higher
    iii. Duolingo Certified score of 80 or higher
    iv. PTE score of 50 or higher
    v. WAEC score of C6 or higher in English subject
    vi. TOEIC score of 670 or higher

Evidence of English Proficiency requirement is waived for:

- Students who have completed a high school, bachelor's or master's degree (residential studies) from an accredited school in the United States or other countries listed on NAFSA website accessible at: https://www.nafsa.org/professional-resources/browse-by-interest/what-does-having-required-english-proficiency-mean-international-student-admissions?login=success&check_logged_in=1
  A copy of the applicable student visa may be requested to verify in-person studies.

- Students who hold a passport from the countries listed on NAFSA website accessible at: https://www.nafsa.org/professional-resources/browse-by-interest/what-does-having-required-english-proficiency-mean-international-student-admissions?login=success&check_logged_in=1 and have completed a high school, bachelor's or master's degree from an accredited school in such a country.

- International students seeking to transfer from an accredited U.S. institution, who have successfully completed at least 1 academic term of a degree program at that school.

- Students who have completed the ESL (English as a Second Language) program at an accredited US school.

3. Proof of sufficient finances shown in U.S. currency/dollar (one or more of the documents listed below):
    i. Personal funds - official bank statement
    ii. Sponsors – affidavit of support accompanied by official bank statement
    iii. Scholarships – official scholarship letter
4. A copy of the photo page of the passport, and if currently in the U.S., a copy of current visa and most recent I-94. Students outside of the United States who have not yet acquired a passport may submit a copy of their birth certificate.
5. International students transferring from another educational institution must submit:
    i. Copy of the current I-20 form; and
    ii. SEVIS I-20 Transfer Form completed by the previous institution.

International Student Graduate Admissions Requirements – Master's degree programs

1. Official academic evidence of completion of undergraduate (Baccalaureate) education, translated into the English language (any one of the documents listed below):
    i. Original transcripts or certified copy
    ii. Original diploma or certified copy
    iii. Original verification letter from undergraduate institution officer or certified copy

    University of the Potomac recognizes the equivalency of select three-year international bachelor's degrees to four-year U.S. bachelor's degrees, based on rigorous academic standards and comprehensive curriculum. Eligibility for admission to master's programs will be granted to applicants holding such degrees, provided they meet all other admission requirements. Each application will be evaluated on a case-by-case basis, incorporating an evaluation of the degree's rigor and the accreditation status of the issuing institution.
2. Official proof of English language proficiency (any one of the items listed below):
    i. TOEFL score of 79 (iBT) or higher
    ii. IELTS score of 6.5 or higher
    iii. Duolingo Certified of 90 or higher
    iv. PTE score of 59 or higher
    v. WAEC score of C6 or higher in English subject
    vi. TOEIC score of 720 or higher

Evidence of English Proficiency requirement is waived for:

- Students who have completed a high school, bachelor's or master's degree (residential studies) from an accredited school in the United States or other countries listed on NAFSA website accessible at:

https://www.nafsa.org/professional-resources/browse-by-interest/what-does-having-required-english-proficiency-mean-international-student-admissions?login=success&check_logged_in=1
A copy of the applicable student visa may be requested to verify in-person studies.

- Students who hold a passport from the countries listed on NAFSA website accessible at: https://www.nafsa.org/professional-resources/browse-by-interest/what-does-having-required-english-proficiency-mean-international-student-admissions?login=success&check_logged_in=1 and have completed a high school, bachelor's or master's degree from an accredited school in such a country.

- International students seeking to transfer from an accredited U.S. institution, who have successfully completed at least 1 academic term of a degree program at that school

- Students who have completed the ESL (English as a Second Language) program at an accredited US school.

3. Proof of sufficient financial funds shown in U.S. currency/dollar (either one or a combination of two or more of the below-listed documents): -
    i. Personal funds - official bank statement
    ii. Sponsors – affidavit of support accompanied by official bank statement
    iii. Scholarships – official scholarship letter
4. A copy of the photo page of the passport, and if currently in the U.S., a copy of current visa and most recent I-94. Students outside of the United States who have not yet acquired a passport may submit a copy of their birth certificate.
5. International students transferring from another educational institution must submit:
    i. Copy of current I-20 form; and
    ii. SEVIS I-20 Transfer Form completed by the previous institution

**This requirement may be waived for those students with Master level transfer credits.*

International Student Graduate Admissions Requirements – Doctorate programs

1. Doctorate degree applicants must have earned a master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or internationally recognized institution. Official academic evidence of completion of graduate education, translated into the English language (any one of the documents listed below):
    i. Original transcripts or certified copy
    ii. Original diploma or certified copy
    iii. Original verification letter from undergraduate institution officer or certified copy
2. Official proof of English language proficiency (any one of the items listed below):
    i. TOEFL score of 85 (iBT) or higher
    ii. IELTS score of 6.5 or higher

iii. Duolingo Certified of 100 or higher
iv. PTE score of 59 or higher
v. WAEC score of C6 or higher in English subject
vi. TOEIC score of 720 or higher

Evidence of English Proficiency requirement is waived for:

- Students who have completed a high school, bachelor's or master's degree (residential studies) from an accredited school in the United States or other countries listed on NAFSA website accessible at: https://www.nafsa.org/professional-resources/browse-by-interest/what-does-having-required-english-proficiency-mean-international-student-admissions?login=success&check_logged_in=1
  A copy of the applicable student visa may be requested to verify in-person studies.

- Students who hold a passport from the countries listed on NAFSA website accessible at: https://www.nafsa.org/professional-resources/browse-by-interest/what-does-having-required-english-proficiency-mean-international-student-admissions?login=success&check_logged_in=1 and have completed a high school, bachelor's or master's degree from an accredited school in such a country.

- International students seeking to transfer from an accredited U.S. institution, who have successfully completed at least 1 academic term of a degree program at that school.

3. Proof of sufficient financial funds shown in U.S. currency/dollar (either one or a combination of two or more of the below-listed documents): -
   i. Personal funds - official bank statement
   ii. Sponsors – affidavit of support accompanied by official bank statement.
   iii. Scholarships – official scholarship letter
4. A copy of the photo page of the passport, and if currently in the U.S., a copy of current visa and most recent I-94. Students outside of the United States who have not yet acquired a passport may submit a copy of their birth certificate.
5. International students transferring from another educational institution must submit:
   i. Copy of current I-20 form; and
   ii. SEVIS I-20 Transfer Form completed by the previous institution.

Note*: Only F and M students are limited to attendance at SEVP-approved schools. Nonimmigrants who are attending school incidental to their primary purpose for being in the United States may attend the school of their choice either part-time or full-time (unless otherwise noted). However, these nonimmigrants must abide by the rules of their current status and cannot extend their stay in the United States for the purposes of completing a program of study or a degree. Students who derive their status from that of the principal may not remain in the United States beyond the period approved for the principal in order to continue schooling; they must apply for a change of status to F-1 or M-1 if they wish to remain in the United States to continue their course

of study. The only exceptions are Visitors (B), aliens in transit (C), and crewmen (D) – they cannot engage in the study while on that visa.

** Source: www.ice.gov – Document: Non-immigrants: Who Can Study?*

TRANSFER OF CREDIT POLICIES

Transfer credit is given for courses successfully completed (with a US grade of "C" [2.0] or higher or its international equivalent for undergraduate courses and "B" [3.0] or higher for graduate courses) at other postsecondary institutions when the courses are comparable to those offered by University of the Potomac. Undergraduate students, who have already completed a bachelor's degree, may only transfer in their general education courses.

Students applying for transfer credit are required to present an official transcript of grades earned. To be considered official, transcripts must be in a sealed envelope from the institution of origin and bear all appropriate institutional markings. Students should submit transcripts from all previous colleges/universities attended. The University must receive official transcripts within the first semester of a student's attendance.

Transfer credits are considered from the following sources:

- Higher education institutions accredited by an institutional accrediting agency recognized by the Secretary of the US Department of Education.
- Recognized college-equivalency examinations such as Advanced Placement (AP), College Level Equivalency Program (CLEP) and DANTES/DSST (Defense Activity for Nontraditional Education Support/DANTES Subject Standardized Tests).
- ACE-approved military training and service.
- Credit may be given for work experience. Students may request an exam in up to three courses in the field in which they are employed. These exams will be given upon submission of a recommendation by an employer or supervisor. Alternatively, students may present portfolios for up to nine (9) credits or three courses. These portfolios will include a description of the work experience and an explanation of how it covers specific Potomac courses as well as a documenting letter from an employer or supervisor. Self-employed applicants may present a resume and a business card.
- Other recognized postsecondary institutions located outside the United States. Official transcripts from postsecondary institutions located outside the United States must be prepared in English and include an independent, official evaluation from a credential evaluator who is a member of the National Association of Credential Evaluation Services. www.naces.org.

Transfer credit requests are usually made at the time of admission by providing an official or unofficial postsecondary transcript to the Office of Records and Registration. A review of the transfer credit request is conducted, and the applicant is provided with a preliminary unofficial evaluation that determines a possible number of credits eligible for transfer. Applicants should make the request for transfer credit evaluation as soon as possible since the results may impact the student's registration.

Official transcripts are required before transfer credit is granted. If official transcripts are not received by the Office of Records and Registration by the end of the student's first semester, the transcript will not be considered for transfer credits. Courses or degrees completed at another institution must be similar in content and duration to those offered in the University of the Potomac program for which an applicant has applied.

For students who have completed an Associate degree awarded by an accredited institution, University of the Potomac will grant transfer credits of 60 academic credit hours that align with the program of study. Students whose associate degrees have been accepted in transfer are considered to have completed lower division general education requirements for a Bachelor of Science degree at Potomac. If there are prerequisite courses in the major field of study students need to take for upper division Potomac courses, students are required to take these which may result in a student requiring more than 120 credits to complete their bachelor's degree.

At a baccalaureate level, no more than 60 hours of transfer credit earned through non-traditional methods such as CLEP, DANTES/DSST, military training and credit for work experience may be applied toward graduation requirements with a maximum of nine credits for work experience. At an associate level, no more than 30 hours of transfer credit earned through non-traditional methods such as CLEP, DANTES/DSST and military training may be applied toward graduation requirements with a maximum of nine credits for work experience.

The following chart provides the maximum amount of credits that can be applied to a certificate or degree program:

Degree Program	Maximum Amount of Transfer Credits
Certificates	0
Associate (earned degree)	60
Associate (non-completer)	42
Bachelor	84
Master	15
Doctorate	36

Transfer credits can affect the maximum time frame in which a student must complete a program and maintain financial aid eligibility. University of the Potomac reserves the right to deny transfer credit for certain technology-related courses that were not earned within the last five calendar years.

Courses Taken Simultaneously at Other Institutions

Students who wish to transfer in credits taken at another institution during their studies at Potomac may do so. However, prior to registering at the outside institution the student must have the approval of an Academic Dean for the course the student intends to take and the institution at which it will be taken. The Academic Dean or designee's approval ensures that the outside institution is acceptable for transfer credit to Potomac and the course is a Potomac equivalent. Such permission must be documented on the appropriate form in the Registrar's Office before

the course begins. Courses taken at another institution will be included in the student's course load and University of the Potomac course load limits will apply. Substitutions for specific courses are considered, i.e., a Natural Science course may be substituted for Environmental Science. Courses without equivalency will not be considered for transfer. As for any transfer credit, only courses for which a grade of "C" (2.0) or higher was earned are considered. Students must submit an official transcript of the course within one semester of having taken it.

Transfer of Credit from University of the Potomac to Other Institutions

Acceptance of transfer credit is always a decision of receiving institutions. Any student interested in transferring University of the Potomac credit to another college or university should check directly with the receiving institution.

Proficiency Examinations

Students who believe they have mastered the content of a course for which they have not received transfer or other credit may take a comprehensive course examination to demonstrate proficiency for credit. Results of a proficiency examination may be used to fulfill credit hour degree requirements. Students may only satisfy up to nine credit hours through proficiency examinations.

Proficiency examinations must be taken prior to the beginning of a session and passed at 80%. Results are recorded on a student's transcript as "pass" with no application to the student's Grade Point Average (GPA). In addition to standard tuition charges for the course, students electing to earn course credit via proficiency examinations are charged an additional $100 testing fee, regardless of the results. Requests for proficiency examinations must be initiated with a Student Services Advisor and coordinated with the Academic Dean or designee. Credits earned by examination are counted as "credits attempted" and included in the maximum time frame or pace during which a student must complete a degree program (see Satisfactory Academic Progress (SAP) on page 30).

Portfolio Evaluations of Prior Learning

Prior Learning Experience (PLE): Prior Learning Experience (PLE) refers to the knowledge, skills, and competencies that individuals have acquired through non-traditional learning pathways and experiences outside of formal education. It encompasses the understanding, abilities, and expertise gained through work, life experiences, self-study, training, certifications, or other activities that are not part of a structured classroom or academic setting.

Prior Learning Experience Required for academic course credits: PLE involves demonstrating how the knowledge and skills obtained through prior experiences align with the learning outcomes and requirements of the academic program the applicant or student is applying for course credits. This recognition of prior learning allows students to potentially receive university credits based on their demonstrated mastery of the relevant subject matter, thus reducing the time and resources required to complete their degree.

Bachelor and Associate academic degree students are eligible for PLE course credits. Students in certificate, masters, or doctorate degree programs are not eligible for PLE course credits. A maximum of 15 course credit hours may be earned through prior learning experience. To apply

for university course credit through PLE, students must provide evidence of their prior learning, such as portfolios, certifications, assessments, or other documentation, and have their experiences evaluated by the Academic Department to determine the extent to which they meet the institution's academic standards and requirements. The goal is to recognize and value the learning acquired outside of traditional academic settings, enabling individuals to progress more efficiently in their educational journey.

Computer Requirements for All University of the Potomac Courses (Online or Hybrid)

Students taking courses at the University of the Potomac, online or hybrid (online with some classroom hours), must have a working computer available with high-speed internet access in order to complete courses through Potomac's Online Learning Management System (LMS). Their computer and software must meet the technical requirements for the LMS. It is also required that students have Microsoft Office 2016 or compatible software in order to submit work in the proper format.
In addition, all new students are required to complete the online orientation before being granted access to their courses.

TUITION AND FEES

Tuition Charges

Tuition is charged on a semester credit hour basis. Books and supplies are not included in tuition charges. **Students are charged 100% for any semester in which they continue past the ADD/DROP period before withdrawing. All non-tuition charges are non-refundable.**

Domestic (U.S.) Students Tuition and Fees

Associate's and Bachelor's Degree Programs
On-Campus and Online students cost per credit hour $240
Active-Duty Military and their Immediate Family cost per credit hour $240
Veterans' tuition cost per credit hour..... $240

Master's Degree Programs
On-Campus and Online students cost per credit hour $450
Active-Duty Military and their Immediate Family cost per credit hour $450
Veterans' tuition cost per credit hour..... $450

Doctorate Degree Programs
On-Campus and Online students cost per credit hour $517
Active-Duty Military and their Immediate Family cost per credit hour $500
Veterans' tuition cost per credit hour..... $500

Certificate Programs
On-Campus and Online students cost per credit hour $240
Active-Duty Military and their Immediate Family cost per credit hour $240

Veterans' tuition cost per credit hour..... $240

On-Campus International Students Tuition and Fees – Undergraduate Degree Programs

Cost per credit hour..... $750
Cost per class (3 credits)..... $2,250
Cost per semester (12 credits)..... $9,000
2 semesters = 1 academic year..... $18,000

Technology fee (3 credits)..... $123.50
Application fee (one-time fee)..... $100
Registration fee (one-time fee)..... $100

Tuition and fees for a first academic year based on above..... $19,190

International (F-1) students are required to demonstrate that they have adequate funds to cover one year's expenses before coming to the U.S. to study.
Estimated living expenses for one year..... $11,000
Estimated textbook expenses..... $2,000

Financial statements must verify sufficient funds to cover the cost of the educational program and living expenses for one year prior to I-20 Form issuance..... $32,150

On-Campus International Students Tuition and Fees – Graduate Degree Programs

Cost per credit hour..... $900
Cost per class (3 credits)..... $2,700
Cost per semester (12 credits)..... $10,800
2 semesters = 1 academic year..... $21,600

Technology fee (3 credits)..... $ 150.00
Application fee (associate, bachelor, and master degrees one-time fee)..... $100
Registration fee (one-time fee)..... $100

Tuition and fees for a first academic year based on above..... $22,400

International (F-1) students are required to demonstrate that they have adequate funds to cover one year's expenses before coming to the U.S. to study.
Estimated living expenses for one year..... $11,000
Estimated textbook expenses..... $1,250

Financial statements must verify sufficient funds to cover the cost of the educational program and living
expenses for one year prior to I-20 Form issuance..... $35,000

Online International Students Tuition and Fees

Tuition and fees for online international students (enrolled only into online degree programs) are the same as for domestic U.S. students

Fees

Deferral Fee *(non-refundable)* $100
Portfolio Evaluation Fee $100
Graduation Fee $100
International Transcript Evaluation Fee……..…$100
Installment Fee (apply when using payment plans)…… $100
Late Fees ……..……...….$100-$300
I20 Mailing Fee- Out of Country…….$50
Transcript Fee (Individual request) $10
Additional Transcript Copies $10
Diploma Replacement Fee $50
Returned Check Fee $35

University of the Potomac reserves the right to change the above costs, including tuition, at any time.

Notes:

1. Two 8-week sessions equal one semester. Two courses per session equates to full-time enrollment (12 credits per 16-week semester) for undergraduate students. One course per session equates to full-time enrollment (6 credits per 16-week semester) for graduate students.
2. The current average tuition cost for domestic (U.S.) students to attend University of the Potomac for an academic year (8 months) at full-time status is $6,660 (Associate and Bachelor's Degree) and $5,850 (Master's Degree). The average cost to matriculate for an Associate Degree is $16,650; a Bachelor's Degree is $33,300; a Master's Degree is $17,550. The average cost for a Doctorate is $35,520.
3. The actual cost of either degree may vary depending on transfer credit, repeat courses, test outs, and other factors.
4. University of the Potomac reserves the right to change tuition and fees at any time.

Note on Military and Veterans Tuition Rates:

U.S. military personnel currently serving as an active-duty member, guardsmen, or reservist military personnel serving in any of the five branches of the U.S. Armed Forces, and their dependents (spouses and dependent children) are eligible for Potomac's military tuition rate of $240 per credit hour for certificate and undergraduate programs. Eligible participants must possess a valid military ID card.

Veterans of the U.S. Armed Forces (Army, Navy, Air Force, Marine Corps, Coast Guard, their respective reserve forces, Army National Guard, and Air National Guard) who can provide a copy of one of the following items are eligible for Potomac's military pricing of $240 per credit hour for certificate and undergraduate degree programs:

- DD214 Certificate of Release or Discharge from Active Duty
- NGB22 National Guard Report of Separation or Record of Service

Textbooks, course materials and other fees are charged at the standard rate. Many students need assistance to cover the cost of their education. University of the Potomac has a full-time, trained financial aid staff available to help students deal with financial aid. It is the responsibility of the financial aid office to assist eligible students in obtaining Federal Financial Assistance.

Financial Aid Programs

University of the Potomac participates in Title IV Federal Financial Aid program, many of which are based on financial need. The Title IV Federal Financial Aid program includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and the Direct Loan Program. The Direct Loan Program includes Federal Subsidized, Unsubsidized, and Federal Parent Loan for Undergraduate Students (PLUS) loans.

University of the Potomac's definition of an academic year is at least 24-semester credits and at least 32 weeks of instruction.

Eligibility

Students accepted for admission may apply for financial assistance. To be eligible for financial aid, a student must meet the following requirements:

- Be a US citizen or an eligible non-citizen.
- Have a valid Social Security number.
- Be registered for the Selective Services if male between the ages of 18 and 25.
- Have financial needs (except for some loan programs).
- Not be in default or owe an overpayment or have borrowed in excess of the annual or aggregate loan limits for the Title IV Federal Financial Aid programs.
- Be enrolled as a regular student in an eligible program on at least a half-time basis.
- Have a high school diploma, evidence of a home-schooling program, or a GED.
- Maintain Satisfactory Academic Progress.

Application Procedures

After students have successfully completed the admission process if desired, an appointment to meet with a Financial Aid Officer will be arranged. During the financial aid appointment, appropriate documents are completed to determine eligibility. Once eligibility has been determined students will receive an Estimated Award Letter and at this time will be given the opportunity to either accept or decline the award letter. It is the responsibility of the student to keep University of the Potomac informed of any name, address, or other changes that may affect their financial aid. Title IV Federal Financial Aid funds can only be used for educational purposes.

Note: *Financial aid awards are subject to change due to verification, or changes in student financial and/or enrollment status.*

Verification

A student may be selected for verification by either the Department of Education or University of the Potomac. The verification process compares information from your Student Aid Report (SAR) with financial information and other application documents submitted by you or your family (student and spouse or dependent student and parent). If there are differences between the information on the SAR and supporting documents, the student or University of the Potomac may need to make corrections electronically or by using the Student Aid Report (SAR) before University of the Potomac can process the student's request for federal student aid. Verification must be completed within 14 days of the initial request. Failure to complete verification within this time frame may result in funding delays or loss of eligibility.

Types of Student Aid

The following student assistance programs are available to eligible students.

Federal Pell Grants

A Federal Pell Grant, unlike a loan, usually does not have to be repaid as long as the student remains in school for their estimated enrollment status and continues to make satisfactory progress. Pell Grants are awarded to eligible undergraduate students with an established need who have not earned a bachelor's or professional degree.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Available on a limited basis, FSEOG is awarded to students with an exceptional financial need. Awards amounts are determined not to exceed the program maximum and students must meet other criteria as determined by the institution.

Federal Work Study (FWS)

The FWS program provides jobs for undergraduate students with a financial need, allowing them to earn money to help pay educational expenses. Some FWS students are required to participate in community service and in the America Reads program.

Subsidized Stafford Loans

A student may borrow money for educational expenses from the Federal Government with the Direct Loan Program. Subsidized loans are awarded based on financial need. The interest is paid by the Federal Government until repayment begins and during approved deferment periods. Repayment of principal plus interest begins six months after graduation, withdrawal from school, or dropping below half-time status, whichever comes first. Funds are transmitted electronically and credited to the student's tuition account.

Unsubsidized Stafford Loans

Federal Direct Unsubsidized Stafford Loans are available to all qualified undergraduate students as a supplement to the Subsidized Stafford Student Loan programs. Repayment of principal plus interest begins six months after graduation, withdrawal from school, or dropping below half-time status, whichever comes first. Funds are transmitted electronically and credited to the student's tuition account.

Federal Parent Loans for Undergraduate Students (PLUS)

Federal PLUS Loans are available to qualified parents with good credit histories of dependent students to help pay for their children's education. PLUS Loans can be obtained through the Direct Loan Program. Borrowers must begin repayment of the principal and interest 60 days after the loan is fully disbursed.

Private Lenders

For those students who demonstrate additional financial needs private educational loans are available to those who qualify. These programs require students to complete a loan application. Approval and/or interest rate are dependent upon an applicant's and/or co-applicant's credit worthiness. For further details on the private loan program including interest rates, students should see the Campus Financial Aid Office or contact the lender directly.

University of the Potomac Monthly Installment Plans

For those students who demonstrate a financial need and have been unable to obtain alternative funding, a monthly installment plan may be available through University of the Potomac to assist with part or all of any remaining unfunded balance. These plans require students to complete the Truth in Lending forms. See Student Financial Services for more information.

Scholarships

Scholarships may be available to qualified students throughout the year from outside organizations. It is the responsibility of the student to seek and complete any required information for obtaining a scholarship. The Financial Aid Office at your campus will assist students in gathering required information or completing forms necessary to submit an application. It is also the student's responsibility to notify the Financial Aid Office if a scholarship is awarded. See your Financial Aid Officer for more details.

Multiple Family Member University of the Potomac Scholarship

University of the Potomac offers families with more than one member attending the University concurrently a scholarship equal to a 20% reduction in the credit hour tuition rate in effect at that time. To be eligible for the Multiple Family Member University of the Potomac Scholarship, candidates must:

- Have two or more immediate family members enrolled in University of the Potomac during the same semester. For purposes of this scholarship family members are defined as spouses, children, siblings, or grandchildren;
- Both family members must complete the entire semester and maintain a 2.0 GPA;
- No other University of the Potomac scholarships may be applied concurrently.

Students are encouraged to speak with the Admissions and/or Financial Aid Departments for more details.

International Students Tuition Scholarship Program

The International Students Tuition Scholarship is open to new international student planning on full-time enrollment at the University of the Potomac. The scholarship can cover up to 35% of the normal international student tuition cost. The scholarship is available to first-time undergraduate and graduate students and can be renewed provided the student maintains an acceptable academic record. This scholarship only covers tuition charges. The student is required to pay all entry and semester fees. The scholarship can be renewed on an annual basis, based on the student meeting the University's academic criteria. The scholarship can also be used for year-round study.

Good Hope Scholarship

The University of the Potomac believes in the value of education and that life goals should be accessible to anyone with the desire and will to achieve. We are pleased to announce the Good Hope Scholarship to support the educational aspirations of youth within the Washington Metropolitan Area. This newly formed endeavor advocates affordable excellence and strives to bridge the educational achievement gap. Scholarship recipients will receive $1,000 per year for their studies at the University of the Potomac toward costs not covered by other financial aid and

the expected family contribution, as determined by the Free Application for Federal Student Aid (FAFSA). Contact admissions for application requirements.

Alumni Undergraduate International Student Scholarship – ESL program to undergraduate

The scholarship is renewable each year provided students meet the requirements and conditions governing this scholarship program listed below.

- Maintain full-time status in the graduate degree program at the Washington, DC or Falls Church, VA campus.
- Must have completed the English as a Second Language (ESL) program at University of the Potomac.
- The scholarship is contingent upon satisfactory academic progress according to the UOTP catalog guidelines for the program and maintaining a minimum program required GPA of 2.0.
- The total program cost (tuition and fees) is $45,510.00 prorated over the duration of the program (based on 120 credits).
- The scholarship will be prorated for the total number of credits registered in each session and will be credited to the student's account after the start of each semester.
- The scholarship applies to tuition charges and technology fees but cannot create a credit on the student's account. If for any reason a credit is created, the scholarship award will be reduced by the credit amount.

Failure to meet the established academics guidelines will result in the removal of the scholarship. Taking a Leave of Absence (LOA) may affect eligibility which will be evaluated on a case-by-case basis.

Alumni Graduate Student Scholarship

The scholarship is renewable each year provided students meet the requirements and conditions governing this scholarship program listed below.

Domestic students

- Maintain a full-time status in the graduate degree program at the Washington, DC, Falls Church, VA, or online campus.
- Must have completed an undergraduate or graduate degree program at University of the Potomac and must enter a new graduate degree program (36 credits).
- The scholarship is contingent upon satisfactory academic progress according to the UOTP catalog guidelines for the program and maintaining a minimum program required GPA of 3.0.
- The total scholarship amount is $2000.00 for the duration of the program.
- The scholarship will be prorated for the total number of credits registered in each session and will be credited to the student's account after the start of each semester.

- The scholarship applies to tuition charges and technology fees but cannot create a credit on the student's account. If for any reason a credit is created, the scholarship award will be reduced by the credit amount.

International students – graduate

- Maintain full-time status in the graduate degree program at the Washington, DC or Falls Church, VA campus.
- Must have completed an undergraduate or graduate degree program at University of the Potomac and must enter a new graduate degree program (36 credits).
- The scholarship is contingent upon satisfactory academic progress according to the UOTP catalog guidelines for the program and maintaining a minimum program required GPA of 3.0.
- The total program cost (tuition and fees) is $18,000.00 prorated over the duration of the program (based on 36 credits).
- The scholarship will be prorated for the total number of credits registered in each session and will be credited to the student's account after the start of each semester.
- The scholarship applies to tuition charges and technology fees but cannot create a credit on the student's account. If for any reason a credit is created, the scholarship award will be reduced by the credit amount.

International students – ESL program to graduate

- Maintain full-time status in the graduate degree program at the Washington, DC, or Falls Church, VA campus.
- Must have completed the English as a Second Language (ESL) program at University of the Potomac.
- The scholarship is contingent upon satisfactory academic progress according to the UOTP catalog guidelines for the program and maintaining a minimum program required GPA of 3.0.
- The total program cost (tuition and fees) is $18,450.00 prorated over the duration of the program (based on 36 credits).
- The scholarship will be prorated for the total number of credits registered in each session and will be credited to the student's account after the start of each semester.
- The scholarship applies to tuition charges and technology fees but cannot create a credit on the student's account. If for any reason a credit is created, the scholarship award will be reduced by the credit amount.

Failure to meet the established academics guidelines will result in the removal of the scholarship. Taking a Leave of Absence (LOA) may affect eligibility which will be evaluated on a case-by-case basis.

Alumni Doctorate Student Scholarship

The scholarship is renewable each year provided students meet the requirements and conditions governing this scholarship program listed below:

- Maintain full-time status in the doctorate program.
- Must have completed a graduate degree program at University of the Potomac.
- The scholarship is contingent upon satisfactory academic progress according to the UOTP catalog guidelines for the program and maintaining a minimum program required GPA of 3.0.
- The total scholarship amount is $2000.00 over the duration of the program.
- Included in this scholarship is the waiver of technology fees for the duration of the program, $4,500.00 ($75.00 per credit).
- The scholarship will be prorated for the total number of credits registered in each session and will be credited to student's account after the start of each semester.
- The scholarship applies to tuition charges and technology fees but cannot create a credit on the student's account. If for any reason a credit is created, the scholarship award will be reduced by the credit amount.

Failure to meet the established academics guidelines will result in the removal of the scholarship. Taking a Leave of Absence (LOA) may affect eligibility which will be evaluated on a case-by-case basis.

Doctorate Student Scholarship for Veterans

The scholarship is renewable each year provided students meet the requirements and conditions governing this scholarship program listed below:

- Maintain full-time status in the doctorate program.
- The scholarship is contingent upon satisfactory academic progress according to the UOTP catalog guidelines for the program and maintaining a minimum program required GPA of 3.0.
- The total scholarship amount is $2000.00 over the duration of the program.
- Included in this scholarship is the waiver of technology fees for the duration of the program, $4500.00 ($75.00 per credit).
- The scholarship will be prorated for the total number of credits registered in each session and will be credited to the student's account after the start of each semester.
- The scholarship applies tuition charges and technology fees but cannot create a credit on the student's account. If for any reason a credit is created, the scholarship award will be reduced by the credit amount.

Failure to meet the established academics guidelines will result in the removal of the scholarship. Taking a Leave of Absence (LOA) may affect eligibility which will be evaluated on a case-by-case basis.

Note: Students are eligible for only one Potomac institutional scholarship at a time. The University reserves the right to discontinue any or all scholarships without prior notice.

Department of Veterans Affairs (VA) Education Benefits

University of the Potomac is approved for Department of Veterans Affairs (VA) education benefits. Veterans should consult with their Campus School Certifying Official (SCO) as eligibility varies by campus and program.

Yellow Ribbon Program for Veterans

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree-granting institutions) in the United States to enter voluntarily into an agreement with Veterans Affairs to fund tuition expenses. The institution can contribute up to 50% of those expenses and Veterans Affairs will match the same amount as the institution. UOTP's Washington, DC location participates in the Yellow Ribbon Program.

Private or Foreign School	Up to $24,476.79 per academic year National Maximum

Active Military and Veterans

University of the Potomac provides book voucher assistance up to $200 per semester for Active Military, defined as active members of the military, spouses and/or dependents of active-duty military personnel. Veterans may also be eligible for this assistance.

To be eligible, a candidate must:

- Be accepted for admission into a degree program by the University.
- Verify his or her military status or, for a spouse, the marital relationship to the person on active duty or, for a dependent, the dependent relationship to the person on active duty.

This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency." GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov. For students utilizing Post 9/11 or Veteran Readiness and Employee (VR&E)benefits, even though VA has not yet paid tuition and fees, University of the Potomac will NOT:

- prevent student from enrolling,
- assess a late penalty fee,
- require the student to secure alternative or additional funding, or
- deny access to any school resources (access to classes, libraries, or other institutional facilities) that are available to other students that have paid.

However, The University of the Potomac may require that such students be required to:

- produce the VA's Certificate of Eligibility by the first day of class,
- provide written request to be certified, and
- provide additional information needed to properly certify (many of you have your own form that must be completed each term and that is still allowed).

SUPPORT FOR ARMED SERVICES ACTIVE DUTY

Relief, Refund, and Reinstatement Tuition Guidelines

University of the Potomac supports military students called to active duty in the armed services by providing for tuition relief and refunds, and for reinstatement of students whose documented service in the uniformed services has required their sudden withdrawal or prolonged absence from their enrollment in the institution. Included is service in the uniformed services whether voluntary or involuntary on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve. When a UOTP military student is under call or ordered to active duty for a period of more than 30 days, the following provisions will apply.

Tuition Charges and Student Account Balances

If an enrolled student is deployed to active-duty military service during the semester, the student can:

- Drop all classes and all tuition charges will be waived with:
  - Personal payments refunded.
  - Financial aid adjusted as required.
  - Financial aid refunds repaid by the student if appropriate.

- Maintain all or part of enrollment with:
  - Tuition adjusted accordingly.
  - Financial aid adjusted as required.
  - Financial aid refunds repaid by the student if appropriate.

If there are unpaid student account balances at the time of deployment, the university will work with individual students on payment arrangements. No collection actions will occur during deployment; however, the student must resolve any unpaid balances prior to subsequent enrollment.

PAYMENT AND REFUND POLICIES

Payment

Tuition payments are due at registration for NEW and READMIT students unless the student is eligible for financial aid and clearance has been given by the Student Financial Services Office or other financial arrangements have been made with University of the Potomac. CONTINUING and RE-ENTRY students's tuition payments are due two (2) weeks prior to the start of a new semester. Students are responsible for any financial obligation incurred while attending University of the Potomac regardless of any anticipated financial aid. Students with an outstanding balance may not be allowed to attend classes.

Federal Return of Title IV Funds Refund Policy

The Federal Return of Title IV Funds Refund Policy specifies the differences between earned and unearned portion of Title IV aid, in relation to the length of the semester and the length of time the

student was enrolled for that semester. Students who are enrolled beyond 60% of the semester are considered to have earned 100% of the Title IV aid awarded for that semester.

A student who withdraws prior to completing more than 60% of the semester will earn a percentage of the Title IV aid awarded based on the number of calendar days from the start of the semester to the last date of attendance in the semester.

The student's withdrawal date is the date the institution determined the student was no longer attending. The formula for calculating the percentage of Title IV earned is as follows:

The number of days from the start date to the last date of attendance in the semester divided by the total days in the semester equals the percentage of aid earned. The percentage of aid earned is then multiplied by the total Title IV aid disbursed, or could have been disbursed, to equal the amount of aid the student earned. All unearned portions of federal aid are returned to the appropriate programs in the following order:

- Federal Unsubsidized Stafford Loans
- Federal Subsidized Stafford Loans
- Federal Parent Loan for Undergraduate Students (PLUS Loans)
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants

Post-withdrawal Disbursements

If an eligible student receives less Federal Student Aid than the amount earned, the school will calculate the amount of aid that was not received. The school will post, based on Federal guidelines, any available grant funds before available loan funds.

Available grant or loan funds refer to Title IV program assistance that could have been disbursed to the student but was not disbursed as of the date of the institution's determination that the student withdrew. In accordance with Federal Regulations, **the university must obtain confirmation from a student, or parent for a parent PLUS loan, before making any disbursement of loan funds from a Post withdrawal disbursement.**

Although staff cannot advise students on when to withdraw from their program, students are encouraged to become familiar with the refund policies, make their own decisions and take the appropriate actions.

If applicable, refunds to Title IV programs will be made within 45 days of the date the student is determined to have withdrawn. Notification will be sent to the student of all refunds made. Upon request, the institution will make readily available to enrolled and prospective students a copy of this Federal Return of Title IV Refund Policy.

Institutional Refund Policy

University of the Potomac adheres to the refund policy as published in this catalog. This refund policy is in accordance with the guidelines prescribed by the District of Columbia and other states as noted in the enrollment agreement or addenda, and by the Department of Education.

If a student withdraws from University of the Potomac and a refund is due, the following return of funds and refund distribution policy will be observed. Amounts of refunds will be allocated in the following order:

- Unsubsidized federal Stafford loan
- Subsidized federal Stafford loan
- Federal PLUS
- Pell Grants
- Federal Supplemental Educational Opportunity Grant
- Any other aid received.

Students shall have the option to withdraw from the school at any time by giving notice of their intent to terminate enrollment in writing. In the absence of the student giving written notification, a student is dismissed after 14 consecutive calendar days from the last date of attendance, or upon the failure to return from an approved Leave of Absence.

All fees are non-refundable. The institutional refund policy generally allows the institution to earn 100% of the institutional charges from students who complete 60% or more of the semester. The student's withdrawal date is the date the institution determined the student was no longer attending. The institution takes 14 days from the last date of attendance to make the determination that the student was no longer attending.
If applicable, refunds to agencies, private loans, scholarships, and to the student will be made within 30 days of the date the student is determined to have withdrawn. Notification will be sent to the students of all refunds made.

TUITION REFUND	
Last date of attendance as a percent of the payment period for which the student was obligated	**Portion of tuition and fees obligated and paid to be returned**
Less than 10%	100%
10% up to but not including 20%	80%
20% up to but not including 30%	60%
30% up to but not including 40%	40%
40% up to but not including 60%	20%
60% or more	No refund

Although the staff cannot advise students on when to withdraw from their program the students are encouraged to become familiar with the refund policies, make their own decisions and take the appropriate actions.

Upon request, the institution will make readily available to enrolled and prospective students copies of this Institutional Refund Policy.

ADMINISTRATIVE SERVICES

Department of Student Retention and Services

Dedicated faculty and staff throughout the University are committed to preparing students with the knowledge, skills, and tools to achieve success in their college and educational careers.

The Department of Student Retention and Services focuses on student success and ensuring a quality educational experience at University of the Potomac. It works collaboratively with students, faculty, community members, administration, and staff to create a culture that challenges students intellectually and supports them academically while enhancing their personal discovery, learning, and engagement.

In partnership with members of the campus community, the Student Retention and Services Department promotes efforts to achieve educational equity and multiculturalism. It strives to improve the retention and graduation rates of Potomac students while empowering them to develop skills that assist them in making effective career decisions and help them achieve personal and professional success.

Staff at University of the Potomac is committed to guiding students through their academic discovery of unique gifts and talents and how they choose to integrate them into meaningful lives. The Department maintains regular weekly office hours. Appointments can be scheduled in advance and the office also operates on a "drop-in" basis.

New Student Orientation for Online and Campus-based Students

All University of the Potomac classes are offered either online or in hybrid mode (online and classroom-based). New students are required to attend an online orientation class prior to the start of their first semester. The orientation session familiarizes new students with the University's online learning management system (LMS), the University's academic policies, teaching philosophies, curriculum, and related services. This online orientation is mandatory. Campus-based students will also attend an on-campus orientation. Dedicated faculty and staff throughout the University are committed to developing valuable programs that prepare students with knowledge, skills, and tools to achieve ultimate success in their university and educational careers.

The New Student Orientation helps students:

- Navigate the campus and identify available resources.
- Identify their individual academic advisor.
- Facilitate connections with other students, faculty, and staff.
- Navigate the Learning Resource Center to take advantage of its offerings.
- Learn about academic expectations and intellectual opportunities.
- Become knowledgeable about Potomac's history and contributions to local and global communities.
- Understand the meaning and importance of getting involved and becoming a proud member of the Potomac community.
- Learn more about the diversity of culture, opportunities, and experiences at Potomac.

New students are required to complete the Policy and Procedure Form and the Computer Usage and Electronic Communication Policy Form indicating they have reviewed the required guidelines set forth by the University and officiating agencies.

Career Development Services

University of the Potomac wants all its graduates to obtain the very best career opportunity available and is committed to assisting graduates with their job search. University of the Potomac may be able to assist with full-time or part-time employment for current students. However, University of the Potomac cannot and does not, guarantee employment or wages at any time.

To assist students in their job search, University of the Potomac provides training in areas such as:

- Resume preparation
- Interviewing skills
- Job search techniques
- Dressing for success
- Networking

In addition, there are "job boards" that students can check on a regular basis for current opportunities. University of the Potomac strives to have career fairs in which companies from around the community participate to acquaint students with their respective businesses. This gives students first-hand information about potential jobs and careers. It also allows employers the opportunity to interview and observe the quality of our students.

International Student Advising

Nonimmigrant alien students who attend University of the Potomac through the auspices of a nonimmigrant student visa are encouraged to contact University of the Potomac's Principal Designated School Official located at the DC campus, who serves as the International Student Advisor for main Washington, DC campus or the Designated School Official at the Virginia campus.

Nonimmigrant alien students may seek specialized assistance related to the Student and Exchange Visitors Program. This assistance includes but is not limited to temporary absences from the United States, maintaining required full-time course loads, authorization for off-campus employment, authorization for optional pre- and post-completion practical training, and authorization to change an academic degree level or an academic program.

Military Student Advising

Military, active, and veteran, students may seek specialized assistance related to academic advising from the designated Military Academic Advisor. This assistance includes but is not limited to degree audit review and requirements, maintaining benefits, authorization for Military Leave of Absence, and authorization to change an academic degree level or an academic program.

Emergency Closing of the University

If the University finds it necessary to cancel or delay classes, announcements are made on local television stations, social media sites, and the institution's website: www.potomac.edu. Students are advised to check their local stations for announcements or to call the University at 202-274-2300. A prerecorded announcement will be placed on the University's phone system.

Emergency Preparedness

The university recognizes the need to prepare for unexpected catastrophic events such as natural or human made disasters or the outbreak of pandemic illnesses, as well as the need to return the university as quickly as possible to its normal operations should such events occur. Our preparation, response, and recovery will draw upon local, state, and federal agencies and experts.

Emergency Response and Evacuation Procedures

University of the Potomac has designated an Emergency Management Team that will serve as the Campus Security Authority:

President- Ms. Andrea Kemp-Curtis
Provost- Dr. Arthur Lee Smith
Director of Institutional Research and Assessment- Ms. Camilla Meros
Academic Graduate Dean -Dr. Sergei Andronikov
Dean of Student Support Services – Ms. Lachelle Foxx-Matthews
Human Resources- Ms. Seble Tekle

In the event of an emergency or dangerous situation on campus, any employee who is aware of the emergency should call 9-1-1 and alert the members of the Emergency Management Team by calling 1-202-274-2300 (DC) or 1-202-521-1290 (VA).

The team member who receives the call will determine, in consultation with other members of the Emergency Management Team as appropriate, whether a notification should be sent to the University of the Potomac community. The Emergency Management Team will, without delay, and considering the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. If it is determined that an emergency notification should be sent, a member of the Emergency Management Team will send the notification via text message to the identified campus community using the University of the Potomac's notification procedure; email blast, one to one voice contact. The content of the notification will be determined by members of the Emergency Management Team, and certain messages will be pre-formulated to expedite the notification process.

After notification of an emergency or dangerous situation, the Emergency Management Team will monitor events and circumstances and determine appropriate follow-up information that should be disseminated, such as all-clear notices and updates about continuing steps taken to respond to the emergency, including class cancellations. The Emergency Management Team shall also notify local authorities, as appropriate.

Emergency Notification and Evacuation Testing

University of the Potomac will annually publicize its emergency response and evacuation procedures in conjunction with annual tests of the emergency notification and evacuation plans. The emergency notification system will be tested at least annually. These tests may include regularly scheduled drills, exercises, and appropriate follow-through activities, designed for

assessment and evaluation of emergency plans and capabilities. Each calendar year, the Emergency Management Team will test the notification system, evaluate the outcome, determine if any revisions to existing procedures are necessary, and advise the University's President of the date, time, and result of the annual test. In addition, test evacuation procedures will be performed at least annually. A safety representative will be assigned to coordinate evacuation tests and assist with evacuation in the event of an actual emergency. Tests may be announced or unannounced and will be documented by Human Resources or facilities manager. Documentation will include a description of the test, the date and time, and whether it was announced or unannounced.

When these Policies Take Effect

These policies and procedures will become active and remain in effect when a university state of emergency is declared, as defined herein. If a university state of emergency is not declared, regular university policies and procedures remain in effect.

Guiding Principles

The university will make every effort to provide necessary information to the university community throughout any University state of emergency.

Departments should be as flexible as possible to enable all faculty, staff, and student employees to continue to work and maintain operations to the extent possible, including facilitating working from home and other remote locations, allowing full-time employees to work part-time, using flexible work schedules or alternate work assignments, and utilizing other appropriate solutions during the emergency period.

Unless directed otherwise, individuals who can work are expected to report for work and support the department or university in whatever capacity is needed. Faculty, staff, and student employees can be required to work outside their usual classifications/responsibilities to the extent they are qualified and can safely perform the work.

Catastrophic Event

University of the Potomac (UOTP) recognizes the need to prepare for unexpected catastrophic events such as natural or human-made disasters, the outbreak of pandemic illnesses, and other events that affect the continuity of operations and make it difficult to maintain normal processes including classroom instruction.

Definitions

Catastrophic Event – any unforeseen event, outside the control of the university, which is so widespread that it interferes with normal activities.

Policy

If a catastrophic event occurs that requires evacuation from the main campus or branch location, UOTP will notify the student population using a mass text and email through the university email system and follow its policies outlined in the Student Handbook.

As our distance education program is done entirely through our Learning Management System (Moodle), classes and academic programs can be resumed through this medium as soon as

possible. On ground/Hybrid students will need to move to this modality until the main campus or branch location is able to resume normal operations.

UOTP leverages available educational technologies such as the SONIS Student Management System as well as Moodle as our Learning Management System. These cloud-based programs should minimize the likelihood of service interruptions.

UOTP utilizes AWS cloud backup services to store and protect data. This includes an online managed backup service that provides the university with a system for the backup, storage, and recovery of computer files. Backups are performed on a daily, weekly, monthly, and yearly basis. University backup and recovery procedures are tested and verified on an annual basis to ensure protection in the event of an outage, system failure, or natural disaster.

Academic Records

Current academic records are generated electronically via Moodle, our Learning Management System. This system is password protected with specific security permissions. Hard copies of these records are stored in fireproof cabinets on the main campus or within the SONIS SIS. Each cabinet requires a key and is behind several doors with special access for entry. All forms from the admissions application and scanned and stored in the digital academic file in SONIS for each student. Electronic documents are stored in the cloud with a digital backup.

ACADEMIC POLICIES AND PROCEDURES

Degree Maps and Registration

During the admissions process, students receive as part of their enrollment agreement a degree map indicating all the courses, they will be required to complete to earn their degree. During the first course session, all new students meet with their assigned advisor to review their individual degree map and further outline a program of study. Students receive a copy to be used for tracking changes and adjustments to their program of study. Once a meeting with an advisor is complete, students are responsible for ensuring the accuracy of their degree maps. A master copy is retained in the student information system. Students are registered for courses each semester by the Office of Records and Registration Department according to the requirements of their degree program. Elective courses can be selected by students with the approval of the Program Chair of their Academic Department.

Academic Credit

All academic work at University of the Potomac is evaluated in semester credit hours. Transfer courses expressed in quarter credits are converted to semester credit hours prior to acceptance. An academic year is defined as a minimum of 24 semester credit hours and 32 weeks. Bachelor students advance in grade level as each 30 credits are earned.

Academic Support

Academic Advising

Advising is available for all students. Academic staff and instructors are available to meet with students during scheduled office hours and by appointment. Scheduled hours are posted throughout the two campuses and on the faculty members' course syllabi. Online students can call or e-mail the Dean of Academics or the appropriate Academic Program Chair.

Textbooks

Course syllabi contain information about textbooks, and supplemental materials for the individual courses. A textbook list is also available on the Potomac website. Students may order eBooks for many of the courses offered at Potomac. In numerous courses, the learning resource available is digitized and provided to the student through Cengage.com at no expense to the student. eResources that are provided through Cengage.com are referenced in the syllabus with download instructions. Courses that are not supported by Cengage.com may also offer an e-resource option through eCampus and can be accessed at http://www.ecampus.com.

Questions about textbooks should be directed to Student Services or the Learning Resource Center (LRC). In addition, the LRC maintains a list of alternative sites where the students may order books.

Students are expected to purchase the required textbook(s) for each course. They are expected to read the required text and other materials for the course as designated in the syllabus or indicated by the professor. New and used textbooks, eBooks may be purchased or rented through eCampus. Course textbook requirements are listed on the website prior to the beginning of class. Students who receive financial aid may qualify for alternative payment options only through eCampus.

Learning Resource Center/Library

The University maintains a Learning Resource Center (LRC)/Library at the Washington, DC campus and the Virginia campus. A professional librarian oversees all locations and is generally available at the DC or Virginia campus when classes are in session.

Computers providing both Internet access and Microsoft Office Suite are available for faculty, staff, and student use at both libraries. University of the Potomac is dedicated to providing students with the best resources to excel in their studies. Services offered through the library also include access to tutor.com, an external tutoring service made available to all students who currently study at Potomac. Whether they seeking assistance with a challenging subject, preparing for an important exam, or simply looking to enhance your understanding of various topics, they can access tutor.com through Moodle for assistance. The Librarian schedules instructional sessions on information literacy, library research skills, internet searching, commercial database searching, and any other library-related topic of interest to faculty and students. University of the Potomac faculty, staff, and students may access these databases from any location after obtaining user IDs and passwords from the Librarian.

The LRC collection has been developed to support the courses and program majors offered by the University. The collection includes:

- Over 6,500 volumes and 50,000 electronically accessible E-Book titles.

- 60 periodicals in print format.
- Databases:
  Five periodical databases providing electronic access to approximately 3,700 periodical titles (abstracts and many in full text). These databases include, but not limited to:
  - Business Source Elite (EBSCO Host)
  - Regional Business News (EBSCO Host)
  - Country Study Database---Global Road Warrior Database providing information on 175 countries.
  - Scholarly Journals, articles, and publications (ProQuest Host)

The University of the Potomac LRC is an institutional member of the Association of College and Research Libraries and the American Library Association.

Grading in Undergraduate Courses

Students receive a grade in each course for which they register and attend. Each course syllabus indicates the relationship between course components and assignments in determining a final grade. Grades of plus (+) and minus (-), are used in assigning grades and determining a grade point average (GPA). A+ grades are not offered at University of the Potomac. Quality points, used in determining a grade average, are assigned as follows:

Grade	Quality Points	Grade Percent	Definition
A	4.00	94-100	Outstanding – Exceeds all requirements and expectations; demonstrates sustained analytic, synthetic, integrative, and/or creative skill; shows an unusual degree of intellectual initiative.
A-	3.75	90-93	Excellent – Exceeds most requirements and expectations; demonstrates excellent analytic, synthetic, integrative, and/or creative skill.
B+	3.50	87-89	Superior – Exceeds most requirements and expectations in one or more ways; demonstrates creativity and originality in a variety of ways.
B	3.00	83-86	Very Good – Exceeds many requirements and expectations in one or more ways; demonstrates creativity and originality.
B-	2.75	80-82	Good – Meets all requirements and expectations and exceeds some in one or more ways; demonstrates analytic, synthetic, integrative, and/or creative skill.
C+	2.50	77-79	Above Average – Meets all requirements and expectations and exceeds one or more; demonstrates analytic, synthetic, integrative, or creative skill.
C	2.00	73-76	Satisfactory – Meets all requirements and expectations but does not exceed any.
C-	1.75	70-72	Below Average – Meets nearly all requirements and expectations but fails to meet the standard in some area; work retains some academic value; a warning grade.
D+	1.50	67-69	Far below Average – Fails to meet some aspects of requirements or expectations.
D	1.00	63-66	Poor – Fails to meet many aspects of requirements or expectations.
D-	0.75	60-62	Very Poor – Fails to meet nearly all aspects of requirements or expectations.

F	0.00	<60	Failure – Fails to meet any academic requirements and expectations.

Additional course designators are:

AU Indicates auditing of course for no credit; not included in computation of grade point average.

EX Indicates that a student was exempted from a course; no credits are awarded for exempted courses.

I Indicates special circumstances that delay course completion; only issued if the completed work can result in a passing grade; not included in determining grade average and does not represent satisfactory progress toward the degree but does count toward credits attempted when determining satisfactory progress.

P Indicates student has passed with a "C" level grade or higher; not included in determining grade point average but does represent satisfactory progress toward a degree.

R Indicates a course that has been repeated; only the higher grade is used for computing grade point average.

TR Denotes transfer credit; not included in determining grade point average.

W Indicates withdrawal after add/drop period; not included in determining grade average but does count toward hours attempted when determining satisfactory progress.

WF Indicates that a student was withdrawn from the course at the start of or after week 5. This grade carries the same academic penalty as a grade of "F" and is computed as a part of the Grade Point Average.

Courses end at 11:59pm (Eastern Standard Time), the last week of the term. Grades are submitted within 72 hours following the completion of the term.

Incompletes

A grade of "I" (Incomplete) may be used on those occasions when circumstances are beyond a student's control, such as a documented illness or family emergency, and completion of the incomplete work can result in a passing grade. Coursework must be completed within two weeks following the end of a term in which an "I" grade was issued. At the end of the third week following the end of a session, the Registrar will change all remaining "I" grades to "F". Under extenuating circumstances, the Academic Dean may make an exception to this policy.

Course Repeats

Students must repeat a core course in which they received an "F" grade. Dean approval must be granted to repeat a course for a third time. The highest grade earned is used in the calculation of the grade point average. Both course attempts are considered in the calculation of quantitative progress (maximum time frame). Only one repetition of a previously passed course is permitted for financial aid purposes. Students must receive permission from the Dean of the Program to take a failed course for a third time. Students who wish to repeat a previously passed course (receiving a grade of "C" or "D") are responsible for the tuition for that course as it is not covered by Title IV financial aid. Course repeats are priced at current tuition rates. Veteran Affairs will only pay for a repeated course if a higher grade is needed to complete the program.

General Education Courses

The purpose of University of the Potomac's general education courses is to provide students with the tools to support their understanding of concepts, to think critically, and reflect on the interaction of subject areas. Writing, reading, and research work together to provide students with an understanding of the world around them and the ability to express that understanding throughout their academic endeavors.

General education includes the knowledge, skills, and perspectives that are part of an educational experience for all undergraduates regardless of major. They help students become well-rounded individuals and responsible citizens. Upon completion of study at the University of the Potomac, the student will demonstrate the ability to:

- Use written and oral communication skills for academically and professionally appropriate discourse **(Effective communication)**.
- Construct reasonable arguments using various forms of evidence from multiple sources **(Critical thinking)**.
- Use basic mathematical and scientific concepts and methods to show how various natural phenomena influence individuals and society **(Quantitative and scientific reasoning)**.
- Use appropriate information literacy tools and practices, including technology, to gather, organize, evaluate, and present information **(Technological proficiency and Information literacy)**.
- Analyze the ethical choices inherent in decision-making **(Ethical awareness)**.

Transitional Courses

The University offers two non-credit courses – MATH009, Transitional Mathematics and ENGL009, Transitional English – that provide students with the opportunity to refresh or improve their basic skills in mathematics, reading and writing. These courses are optional and are graded on a pass/fail basis. These courses may each be repeated once.

MATH 009 and ENGL 009 carry no credit toward an associate's or a bachelor's degree, but they do count toward full-time status. They are not considered as part of the Satisfactory Academic Progress calculation and do not count in the student's GPA.
The tuition for transitional courses is the same as for other University of the Potomac courses.

Honors, Dean's, and President's Lists

These lists are computed twice yearly, in the spring at the end of the third term, and in the fall, at the end of the sixth term. Students must have completed at least 18 credits during the previous three consecutive terms. Students who have incomplete grades are not eligible for these honors.

- Students with grade point averages of 3.5 to 3.74 are placed on the Honors List.
- Students with grade point average of 3.75 to 3.99 are placed on the Dean's List.
- Students with grade point averages of 4.00 are placed on the President's List.

GPAs are calculated for the courses taken during the previous three consecutive terms. They are not cumulative grade averages. A new group of honors students is determined at the end of each six-month period.

Graduates who meet the requirements for these awards throughout their enrollment at University of the Potomac receive a certificate of their having earned these honors.

Graduation

The formal commencement ceremony is held in June each year on a date announced by the University. Degree candidates who have completed all graduation requirements since the previous commencement ceremony are eligible to participate. Degree candidates who will be enrolled in their final courses on the date of commencement may also apply to participate in the ceremony. A student receiving an incomplete grade in a course who completes the course requirements and is issued a grade in that course is deemed to have completed the course in the session it was taken. The degree conferral date (noted on transcripts and diplomas) is the final day of the session in which the student completes all degree requirements. Diplomas and official transcripts are issued only for students who have completed the academic requirements of their program and have no financial obligation to the University.

Graduation with Honors

Bachelor's degree students who complete their degree programs with high achievement graduate with honors. Students with a cumulative GPA of 3.90 or higher will graduate Summa Cum Laude. Students with a GPA of at least 3.80 but less than 3.89 will graduate Magna Cum Laude. Students with a GPA of at least 3.65 but less than 3.79 will graduate Cum Laude.

Granting of Posthumous Degree

A Posthumous degree allows for the recognition of a student's connection to the University of the Potomac regardless of their progress toward completion of degree requirements. The resulting document from a Posthumous degree is similar to a diploma and is signed by the President and the Provost and is issued by the University Registrar. Undergraduate, graduate and doctorate students who were registered in the degree program at the time of their death are eligible for the Posthumous Degree, regardless of the likelihood of completing all requirements for the degree program.

The department that receives notification of the student's death should notify the appropriate Dean's Office. If a Posthumous Degree is considered, the Dean will seek approval from the Provost and President. If approved, the appropriate documents will be completed and routed through the other departments following close to the same procedures as other graduating students. Academic leadership will coordinate the notification to UOTP stakeholders. Notification of the deceased student's family will be coordinated by the most appropriate UOTP office (to be determined on an individual base).

Transcripts

Requests for official University of the Potomac transcripts must be made in writing, signed, and submitted to the Registrar. Students must use a Transcript Request Form. Current and former students have the option to request electronic transcripts. The cost for an official transcript is $10. Only students who have no financial obligation to the University are eligible for official transcripts.

Second Associate or Bachelor's Degree

Students who complete all requirements in one program may complete a second degree in another program at the University. The second degree requires completion of all core course requirements for that program. Students receive credit for General Education courses taken in the first program. However, a minimum of 18 credits for a second associate degree and 36 credits for a second bachelor's degree are required. The courses transferred from the first-degree program are included in the maximum time frame allowed for the second program. Students are not permitted to seek a third concentration within the same program without prior approval from the Dean or designee.

Change of Program

A student may request a change of program. However, some credits earned while enrolled in the former program may not transfer to the latter because of curricular differences. Students are strongly advised to seek advice from the program Chair or Dean prior to changing programs.

Courses previously completed at University of the Potomac will be evaluated for their applicability to the new program and the grades will be calculated in the student's grade point average.

If a student changes programs, a new Satisfactory Academic Progress Policy maximum time frame is calculated based on credits required by the new program. Written permission from the Academic Dean or designee is required if students change programs more than once.

Add/Drop Period

Students may drop a course within the ADD/DROP period of their semester without incurring an academic penalty or financial obligation. The ADD/DROP period is defined as the first week of their semester (the first six days of the 16-week semester).

Administrative Course Drops – No Attendance

If a student fails to attend a course during the ADD/DROP period of his/her session, the Registrar will drop the student from the course, and he/she may not attend the course during that session.

Administrative Course Withdrawals – Excessive Absences

If a student fails to attend a course during any 14 calendar-day period (14 consecutive days) throughout the semester, the Registrar will withdraw them from the course. Please see the Institutional Refund Policy for financial obligations.

Course Withdrawals

If a student has attended beyond the ADD/DROP period of their semester, but subsequently wishes to withdraw from a course in that semester the student must complete a Student Status Change Request (SSCR) form with Student Services, the Registrar, or an academic advisor. Please see the Institutional Refund Policy for financial obligations.

Grade Assigned for Withdrawal from a Course

When a student is withdrawn from a course due to lack of attendance or because they chose to withdraw, a grade of **W** is issued. Please see Payment and Refund Policies for financial obligations.

Administrative Withdrawal

If students are dropped or withdrawn from all courses in a given session and do not request and receive a Leave of Absence, the Registrar will administratively withdraw them from the University. (See Payment and Refund Policies for financial obligations incurred when withdrawing or being withdrawn from the University.)

Official Withdrawal

To withdraw officially from the University of the Potomac, a student must complete a Withdrawal Request Form with Student Services, the Registrar, or an academic advisor. Only an approved Withdrawal Request constitutes an official withdrawal. (See Payment and Refund Policies for financial obligations incurred when withdrawing from the University.) Students will be asked to complete an exit interview.

Re-admissions/ Re-entry

Students seeking re-admissions or re-entry to the University of the Potomac should contact:

- Admissions Department if they have been withdrawn for over one year (Re-admissions)
- Student Retention and Services Department if they have been withdrawn for less than one year (Re-entry)

If a student has enrolled in another institution after withdrawing from the University of the Potomac, official transcripts should be provided from that institution prior to readmission to the University. Please contact Admissions for further details on re-entry.

Students are required to comply with any new program requirements, policies, and procedures, textbook changes, or changes in tuition and fees that are delineated in the catalog in effect at the time of their re-entry.

Satisfactory Academic Progress (SAP) – Undergraduate Degrees

All undergraduate students enrolled at the University of the Potomac must meet the University's minimum standards of achievement regarding cumulative grade point average (CGPA) and successful course completion. A student's academic progress is evaluated at the end of each semester. The University's Satisfactory Academic Progress (SAP) consists of two measurements:

- A quantitative measurement which determines if students are completing the courses they attempt (pace) at a rate that will ensure completion of the program within a maximum time frame of 150% of the program length in credit hours; and
- A qualitative measurement which determines if students have a satisfactory cumulative grade point average in their program of study.

Transfer credits are included in the calculation as completed and attempted credits. Incomplete grades (I), Withdrawals (W), course repetitions (R) and audited courses (AU) are all considered as attempted, but not satisfactorily completed in the Pace of Completion calculation. Transitional courses are not included in this calculation.

1. **QUANTITATIVE PROGRESS OR PACE OF COMPLETION (POC)**

Students must complete their educational program in a period no longer than one and a half times the standard program length based on number of credits in a program.

a. If a program requires 60 credits to graduate, the standard program length is 60 credits, and the maximum time frame (MTF) is 1.5 times, or 90 credits attempted. If a program requires 120 credits to graduate, the standard program length is 120 credits, and the maximum time frame (MTF) is 1.5 times, or 180 credits attempted.
b. Evaluation of progress is conducted at the end of every semester (two sessions).
c. Students must successfully complete at least 67% of all credits attempted. Successful completion of a course means earning a grade of "A" through "D-".
d. Students who are below the successful completion rate are placed on Academic Warning for the next semester.
e. Students on Academic Warning remain eligible, if relevant, for financial aid for one semester. Student is placed in Financial Aid warning during this time.
f. If, at the end of the Academic Warning semester, students have achieved the required completion rate they are removed from Academic and Financial Aid Warning.
g. If they have not achieved the required completion rate at the end of the Academic Warning semester, they are placed on Academic Probation and, if relevant, are no longer eligible for financial aid unless they submit an appeal which is successful and agree to an academic plan for success. If a student has a successful appeal, they are placed on Financial Aid probation.
h. If, at the end of an Academic Probation semester:
    i. They have achieved the required completion rate, they are removed from Academic and Financial Aid Probation and, if relevant, are eligible for financial aid.
    ii. They have not achieved the required completion rate, but are meeting the requirements of the academic plan, they remain on probation for the next semester and, if relevant, are eligible for financial aid.
    iii. They are not meeting the requirements of the academic plan; they are dismissed from the University.
i. For students receiving financial aid: if, at any time during their enrollment, they can no longer graduate within the defined maximum time frame, the student is dismissed from the University.

2. QUALITATIVE PROGRESS

Students must maintain a minimum cumulative grade point average (CGPA) throughout their academic program as described below.

a. At the end of each semester, grade point averages are computed. Satisfactory Academic Progress requires that
    i. At the end of the semester in which student's complete 15 credits, including transfer credits, their minimum Potomac CGPA is 1. 00
    ii. At the end of the semester in which students complete 30 credits, including transfer credits, their minimum Potomac CGPA is 1.50

iii. At the end of the semester in which students complete 45 credits, including transfer credits, their minimum Potomac CGPA is 1.75
iv. At the end of the semester in which students complete 60 credits, including transfer credits, their minimum Potomac CGPA is 2.00

b. At the end of any semester in which students do not meet the CGPA requirements above, they are placed on Academic Warning for the next semester.
c. Students on Academic Warning remain eligible, if relevant, for financial aid for one semester.
d. If, at the end of the Academic Warning semester, students have achieved the required CGPA they are removed from Academic Warning.
e. If they have not achieved the required CGPA at the end of the Academic Warning semester, they are placed on Academic Probation and, if relevant, are no longer eligible for financial aid unless they submit an appeal which is successful and agree to an academic plan for success.
f. If, at the end of the Academic Probation semester: They have achieved the required CGPA, they are removed from Academic Probation and, if relevant, are eligible for financial aid.
    i. They have not achieved the required CGPA, but are meeting the requirements of their academic plan, they remain on Academic Probation for the next semester and, if relevant, are eligible for financial aid.
    ii. They are not meeting the requirements of their academic plan; they are dismissed from the University.
g. At the end of the semester in which students complete 60 credits, including transfer credits, their progress is reviewed and a Potomac CGPA of at least 2.00 is required.

Satisfactory academic progress is initially determined at the end of the first semester and each semester thereafter. Students are notified in writing of their SAP and Financial Aid status: warning, probation, dismissal or there having been removed from warning or probation.

Financial Aid Warning and Probation

The first time a student fails to meet SAP they will be placed on Financial Aid Warning. If a student fails after being on warning, they are placed on academic probation and no longer eligible for Financial Aid. Students may submit an appeal based on documented mitigating circumstances. The appeal must include an explanation of what has changed to improve the student's situation. Students must appeal no later than one week after the start of their next semester to avoid disruption in their enrollment due to loss of eligibility for financial aid. If enrollment continues after loss of eligibility, students may be liable for tuition costs. Students whose appeal is successful are placed on probation for one semester. An academic plan is drawn up which ensures that the students meet these requirements at a designated point in time. This plan is drawn up by the Academic Dean or designee and must be approved by the Director of Financial Aid. Probationary semester students with an approved academic plan continue to be eligible for financial aid as long as they continue to meet the requirements of the academic plan. If they cease to meet the requirements of the academic plan, they will be deemed ineligible for financial aid and may be dismissed.

Appeals Process and Mitigating Circumstances

Students who fail to meet University of the Potomac standards of Satisfactory Academic Progress (SAP) and are dismissed from the University have an opportunity to appeal the action. Appeals must be made in writing to the Academic Dean or designee within ten (10) days of notification of any SAP determination. Each appeal judgment is based on that student's record and personal circumstances. The appeal must include an explanation of what has changed to improve the student's situation. A decision is made within five (5) business days of submission of the written petition. The student is informed in writing of the decision. Mitigating circumstances for which an appeal may be made are illness, death of a family member, military duty, jury duty, or employment responsibilities beyond the student's control. Appropriate written documentation must accompany an appeal. Students whose appeals are approved, may continue their studies at the University under an academic plan as described earlier and, if relevant, are not eligible for financial aid.

Academic Reinstatement Policy

Students who have been academically dismissed and have not attended the University for a minimum of one semester (two sessions) who wish to return to the University may apply through the Admissions Office. The Admissions Office will request that the student's record be reviewed by the Academic Dean or designee. Approval by the Academic Dean or designee is required in order for the student to re-enter the University. Approval will be based on the potential for the student to succeed academically. If the student is approved academically for re-entry, the Admissions Office will then request a financial review by the Bursar and the Financial Aid Office to ensure that all financial obligations to the University have been met and to determine eligibility for financial aid, if appropriate. The student will re-enter the University on academic probation and the policies on Satisfactory Academic Progress will apply.

Leave of Absence

Students in good standing who find it necessary to interrupt their education may apply for a Leave of Absence (LOA) for up to one semester (two consecutive eight-week sessions) per academic year. Students are encouraged to consult both an academic advisor and a Financial Aid Officer before taking a leave. Students needing a period of time longer than 16 weeks are required to withdraw from the University.

International Students

International students in good standing who find it necessary to interrupt their education may apply for a Leave of Absence for a maximum of one semester (two consecutive eight-week terms) once they have successfully completed two semesters (four consecutive terms of 8 weeks or 12 credits) per academic year. A leave of absence does not adversely affect satisfactory progress toward a degree. Students who have not completed 12 credit hours at the time of a Leave of Absence request are required to withdraw from the University. International students cannot apply for Leave of Absence in the middle of their semester.

Reminders:

- Students must contact Financial Aid for information on the effects of a Leave of Absence on financial aid packages.
- Students who request and receive a Leave of Absence or who withdraw from the University and subsequently return must meet with an Advisor to reestablish their academic plan/degree map.

- If a student takes a Leave of Absence during a course, the student must repeat the entire course unless a final grade can be given.
- Students taking an LOA may have financial obligations.

Application for LOA must be made prior to the start of the session in which the LOA is to begin. The LOA will NOT be granted for a session that has already started. If a student takes a Leave of Absence during a course, the student must repeat the entire course unless a final grade can be given. Students must fill out a Leave of Absence (LOA) Request Form by the deadline announced by the University. The request must be approved by the Academic Department, Student Finance Department, and International Student Services Department (if applicable). The Student Retention and Services Department will file the request and keep track of students on LOA. Failure to return at the end of an approved leave of absence results in the student being withdrawn from the University. The effective date of the withdrawal is the last day of an approved leave of absence.

Course Attendance Policy

Implicit in the Mission of the University of the Potomac is enhancing cross-cultural understanding among the diverse and multicultural student body it serves. As a result, the University places a high value on the classroom experience. Attendance is expected in all classes and attendance records are maintained. Class attendance is important for the following reasons:

- University of the Potomac teaching strategies take advantage of small class sizes to encourage interactive learning among students and instructors whether in an online or a classroom-based environment.
- Institutional learning outcomes require student participation in class.

The University's attendance policy is as follows:

Minimum Attendance Requirement: Students must attend a minimum of 75% of a course in order to be eligible to be considered for a passing grade

After 14 consecutive calendar days of absence, a student will be withdrawn from the University. Any action taken due to excessive absences may affect financial aid and graduation dates.

Obligations of students who are absent: Students are responsible for all missed content and assignments from classes that they miss. Whenever possible, students who will miss a class should make prior arrangements with their instructors to make up any work missed.

Prolonged absences: Cases of prolonged absences caused by an emergency, or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances, students should first consult student services, a program chair, or an Academic Dean.

When scheduled holidays or inclement weather interfere with scheduled classes, instructors are responsible for establishing make-up time and/or course work. Fridays are set aside for such make-up. Scheduled make-up sessions, extended class sessions, additional assignments, and individual conferences may be considered make-up alternatives. Make-ups must be completed prior to the end of the session in which they occurred.

Course Attendance Periods

Attendance in online courses is automated through the University of the Potomac learning management system (LMS). Attendance in the online portion of Hybrid courses is also automated. All courses have 16 attendance periods each session and students must attend a minimum of 75% (12 attendance periods) of a course in order to be eligible to be considered for a passing grade.

Online Attendance periods for each week of the eight-week session are from Monday 12:01 am to Wednesday 12:00am (Eastern Standard Time) 12:00am (Eastern Standard Time) and from Thursday 12:01 am to Sunday 12:00am (Eastern Standard Time)12:00am (Eastern Standard Time). A student has attended an online class for an attendance period by logging into the class at least once during the period and answering at least one discussion question.

Hybrid: Attendance periods for each week of the eight-week session consist of the scheduled on-campus class meeting and the online period from Monday 12:01 am to Sunday 12:00am (Eastern Standard Time) 12:00am (Eastern Standard Time). A student has attended the online attendance period for the week by logging into the class at least once during the period and answering at least one discussion question.

All times are Eastern Standard or Daylight Savings Time.

Student Academic Grievance Procedures

The University of the Potomac carefully considers student academic grievances and makes adjustments when appropriate. Students submitting a grievance are not subject to unfair action or treatment as a result of their initiation of such a grievance.
It is the University's objective to maintain good communications and to assure that concerns of all members of the University community (students, staff, and faculty) are addressed fairly. To accomplish this, the following process should be used in seeking resolution of a student's concerns:

Step 1: Discuss with course instructor (if appropriate)
Step 2: Discuss with Program Chair
Step 3: If necessary, submit a written appeal to the Academic Dean or designee

After the second step, a grievance must be submitted in writing to the Academic Dean or designee by the end of the academic session following the session in which the action being appealed occurred.

The Academic Dean or designee appoints an Academic Grievance Committee (usually within 24 hours) to collect facts and make a recommendation for resolution to the Academic Dean or designee. The committee consists of a member of Student Services, a faculty member, and a student. The Academic Dean or designee has the final decision on recommendations resulting from Grievance Committee deliberations. When a final decision has been reached, the Academic Dean or designee notifies all relevant parties in writing. If a grade change or other record revision is required, the Academic Dean or designee notifies the Registrar. The Registrar makes appropriate change(s) to the student's records. The decision of the Academic Dean or designee is final.
If a student has a complaint or grievance and it cannot be resolved after exhausting Potomac's grievance procedures, a complaint may be filed with the:

Higher Education License Commission (HELC)
Government of the District of Columbia
1050 First Street, NE; 5th Floor
Washington, DC 20002
www.osse.dc.gov/helc

As a last resort, if all other efforts above have been exhausted and a resolution has not been found, students may also contact the State Council of Higher Education for Virginia (SCHEV) at https://www.schev.edu/students/resources/student-complaints, or Middle States Commission on Higher Education (MSCHE) at https://www.msche.org/complaints/.

Academic Integrity and Ethics

The goal of the Academic Integrity and Ethics Policy is to define what constitutes appropriate research and reporting methodologies in the academic community and to provide assurance that each student is able to work in an atmosphere free of intellectual dishonesty. Breaches of the Academic Integrity and Ethics Policy are considered serious violations of trust and may result in censure, course failure and/or dismissal from the University.

Academic dishonesty may take many forms, and each is considered an equally serious offense. The more common forms of academic dishonesty are:

- Cheating – Cheating includes the intentional giving or receiving (or attempts thereof) of any assistance not authorized in advance by an instructor, including the use of notes, copying or prior knowledge of examination materials.
- Fabrication – Fabrication includes the intentional falsification or invention of any information for inclusion in a written paper or project.
- Plagiarism – Plagiarism includes the use or representation of the thoughts, ideas, or words of another as one's own work in any assignment including the paraphrasing of information, the duplication of an author's words or ideas without identifying the source, and the failure to cite quoted material properly.
- Duplication of Materials – Academic integrity extends to the appropriate duplication of the materials of others that are under copyright protection. Faculty and students are required to comply with all copyright restrictions in the use of materials within the classroom and in reports and presentations.
- Students, faculty, and staff must also be cognizant of and avoid copyright infringement. Copyright infringement is using someone else's ideas or material, which may include a song, a video, a movie clip, a piece of visual art, a photograph, and other creative works, without authorization or compensation, if compensation is appropriate. The use of copyright material without permission is against federal law, and penalties may include fines and/or imprisonment.

As a consequence of the expanded availability of digitized files and computing, peer-to-peer file sharing has become commonplace. However, making copyrighted material available to others using file-sharing networks is also prohibited by University of the Potomac and is considered copyright infringement. In addition, to the aforementioned potential for federal penalties, University of the Potomac reserves the right to revoke the Information Technology privileges of

those using or contributing to the use of file-sharing networks to either access or provide use of or access to copyrighted material.

The concept of "Fair Use" applies, and the limited reproduction of copyrighted works for teaching and research purposes *may* be permitted. Multiple copies for classroom use may be produced provided the copies are not sold or distributed beyond classroom use and provided such duplication is specifically for a direct educational purpose. This statement does not restrict the limited duplication of copyrighted materials through the University's purchased online databases. Should questions exist regarding the duplication of materials, academic advice should be sought before materials are copied.

Faculty and students may face civil or criminal charges if they are found to be illegally printing and/or downloading copyrighted material.

While intent is a component of academic dishonesty, a lack of knowledge of the specifics as to what constitutes a violation of the University's standards is not accepted as an excuse. Any questions regarding the specific application of the Academic Integrity Policy should be directed to an instructor.

In cases involving charges of academic dishonesty made either by an instructor or another student, the instructor shall present the evidence in the case to the Program Chair, Academic Dean, Academic Dean, or designee, as appropriate. If there is any sound reason for believing that there has been an act of academic dishonesty, the Academic Dean or designee consults with the student involved. The Academic Dean or designee imposes the appropriate penalty and notifies the student in writing. The student, in writing, will acknowledge the penalty. At a minimum, a grade of "F" is assigned to any assignment, paper, or test on which a violation of the Academic Integrity Policy has occurred. Repeated violations may result in the student being dismissed from the institution.

Academic Freedom

The Academic Freedom policy underscores the university's unwavering commitment to upholding academic excellence. The essence of academic freedom lies in empowering professors to exercise their academic autonomy in selecting the pedagogical methods that best facilitate the effective delivery of educational content to their students, ultimately fostering a dynamic and engaging learning environment.

Intellectual Property

The University of Potomac respects intellectual property rights and provides guidelines for the protection and use of intellectual property created by its faculty, staff, and students. This policy outlines the ownership rights of individuals and the university, as well as procedures for obtaining permission to use copyrighted materials.

Intellectual property created by faculty and staff in the course of their employment at the University shall be subject to the standard policies outlined in the employment agreements. In most cases, the University will assert ownership over intellectual property created as part of the employee's duties. This includes, but is not limited to, course materials, research outputs, and software developed for the university's purposes.

Student Creations:
Intellectual property created by students as part of their academic coursework shall typically be owned by the student. However, this may vary based on specific course or program requirements. In cases where a student's work is part of a collaborative project or sponsored research, ownership will be determined by the terms of any relevant agreements.

Joint Creations:
In cases where intellectual property is jointly created by faculty, staff, and/or students, ownership shall be determined through mutual agreement that shall establish clear written guidelines pertaining to:

- The rights and responsibilities of each party.
- Revenue-sharing arrangements.
- An agreed upon process for resolving disputes related to joint creations.

Such agreements shall be documented and approved by the Academic Provost and President's Office prior to commencement of said creation or as soon as the need for such an agreement is made apparent.

Use of Copyrighted Materials

Fair Use:
University of Potomac recognizes and respects the principles of fair use, as defined by applicable copyright laws, allowing for the limited and reasonable use of copyrighted materials for purposes such as criticism, commentary, teaching, scholarship, and research (see Fair Use Defense: Chapter 1 section 107). Users must adhere to the four factors of fair use, considering:

- The purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes.
- The nature of copyrighted work.
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- The effect of the use upon the potential market for or value of the copyrighted work.

Obtaining Permission:
When the use of copyrighted materials falls outside the scope of fair use, individuals are responsible for obtaining the necessary permissions from the copyright owner. Academic leadership can provide guidance on the process of securing permissions, including necessary documentation, and can help evaluate whether the use qualifies as fair use under the law.

Licensing and Contracts:
When the University enters into licensing agreements or contracts for the use of intellectual property, all parties involved are required to adhere to the terms and conditions stipulated in these agreements. It is essential for faculty, staff, and students to review and understand the terms of any such agreements before engaging in the use of licensed intellectual property. All such agreements must be approved by the Academic Provost and the President's Office.
The University's commitment to these principles ensures that intellectual property is managed with fairness, transparency, and integrity, creating an environment conducive to innovation and respect for the rights of creators and innovators.

Degree Requirements

Associate of Science Degrees

- Successful completion of 60 credits including 18 credits in general education.
- A minimum of 18 of the required 60 credits must be earned at University of the Potomac.
- Fulfillment of specific requirements listed under individual program descriptions.
- Attainment of a cumulative grade point average of 2.00 or higher.

Bachelor of Science Degrees

- Successful completion of 120 credits including 30 credits in general education.
- A minimum of 36 of the required 120 credits must be earned at University of the Potomac including 10 upper-division core courses in the discipline of the program.
- Fulfillment of specific requirements listed under individual program descriptions.
- Attainment of a cumulative grade point average of 2.00 or higher.

Master's Degrees

- Successful completion of 36 credits with a cumulative grade point average of 3.00.
- A minimum of 21 of the required 36 credits must be earned at University of the Potomac.
- Maintain a cumulative grade point average of 3.00 or higher.
- Degree B- and above in the core courses.
- Passing score on the comprehensive examination after completion of all courses in the program.

Doctorate Degrees

- Successful completion of 60 course credits.
- A minimum of 24 of the required credits must be earned at University of the Potomac.
- Maintain a cumulative grade point average of 3.00 or higher.
- Successful dissertation defense.

Master's Program Transfer Credits

Master's students may transfer in up to fifteen (15) graduate credits. Transfer credits must be at the graduate level, have been completed within the last 10 years at an accredited institution (accredited by an institutional accrediting agency recognized by the Secretary of the US Department of Education) and have an earned grade of "B" or better. Transfer credit decisions will be based on official transcripts provided to University of the Potomac.

ACADEMIC POLICIES AND PROCEDURES FOR GRADUATE PROGRAMS

Grading in Graduate Courses

Students receive a grade in each course for which they register and attend. Each course syllabus indicates the relationship between course components and assignments in determining a final grade.

Grades of plus (+) and minus (-) are used in assigning grades and determining a grade point average (GPA). Quality points, used in determining a grade average, are assigned as follows:

Grade	Quality Points	Grade Percent	Definition
A	4.00	94-100	Outstanding – Exceeds all requirements and expectations; demonstrates sustained analytic, synthetic, integrative, and/or creative skill; shows an unusual degree of intellectual initiative.
A-	3.75	90-93	Excellent – Exceeds most requirements and expectations; demonstrates excellent analytic, synthetic, integrative, and/or creative skill.
B+	3.50	87-89	Superior – Exceeds most requirements and expectations in one or more ways; demonstrates creativity and originality in a variety of ways.
B	3.00	83-86	Very Good – Exceeds many requirements and expectations in one or more ways; demonstrates creativity and originality.
B-	2.75	80-82	Good – Meets all requirements and expectations and exceeds some in one or more ways; demonstrates analytic, synthetic, integrative, and/or creative skill.
C+	2.50	77-79	Above Average – Meets all requirements and expectations and exceeds one or more; demonstrates analytic, synthetic, integrative, or creative skill.*
C	2.00	73-76	Satisfactory – Meets all requirements and expectations but does not exceed any.
C-	1.75	70-72	Below Average – Meets nearly all requirements and expectations but fails to meet the standard in some area; work retains some academic value; a warning grade.
F	0.00	<60	Failure – Fails to meet any academic requirements and expectations.

***Graduate students are only permitted to graduate with a CGPA of 3.0 or higher and must earn a minimum grade of B- in the core courses. Core courses with a grade less than a B- must be repeated. Only one C grade is permitted in the concentration courses for graduate students.**

Additional course designators are:

AU Indicates auditing of course for no credit; not included in computation of grade point average.

EX Indicates that a student was exempted from a course; no credits are awarded for exempted courses.

I Indicates special circumstances that delay course completion; only issued if the completed work can result in a passing grade; not included in determining grade average and does not represent satisfactory progress toward the degree but does count toward credits attempted when determining satisfactory progress.

P Indicates student has passed with a "C" level grade or higher; not included in determining grade point average but does represent satisfactory progress toward a degree.

R Indicates a course that has been repeated; only the higher grade is used for computing grade point average.

TR Denotes transfer credit; not included in determining grade point average.

W Indicates withdrawal after add/drop period; not included in determining grade average but does count toward hours attempted when determining satisfactory progress.

WF Indicates that a student was administratively withdrawn from the course and was failing at that time. The grade WF is for those students who have not officially withdrawn from the class, have ceased attending, and have failed to complete the requirements of the course. This grade carries the same academic penalty as a grade of "F" and is computed as a part of the Grade Point Average.

Courses end at 12:00 am Eastern Standard Time on Sunday of the last week of a session. Grades are submitted within 48 hours.

Grading in Doctorate Courses

Students receive a grade in each course for which they register and attend. Each course syllabus indicates the relationship between course components and assignments in determining a final grade.

Grades of plus (+) and minus (-) are used in assigning grades and determining a grade point average (GPA). Final course grades of "SA" and "UN" are used only in the dissertation courses, i.e., 800 and 900 level courses. Quality points, used in determining a grade average for core courses, i.e., 700 level, are assigned as follows:

Grade	Quality Points	Grade Percent	Definition
A	4.00	94-100	Outstanding – Exceeds all requirements and expectations; demonstrates sustained analytic, synthetic, integrative, and/or creative skill; shows an unusual degree of intellectual initiative.
A-	3.75	90-93	Excellent – Exceeds most requirements and expectations; demonstrates excellent analytic, synthetic, integrative, and/or creative skill.
B+	3.50	87-89	Superior – Exceeds most requirements and expectations in one or more ways; demonstrates creativity and originality in a variety of ways.
B	3.00	83-86	Very Good – Exceeds many requirements and expectations in one or more ways; demonstrates creativity and originality.
F	0.00	<60	Failure – Fails to meet any academic requirements and expectations.

Doctorate students are only permitted to graduate with a CGPA of 3.0 or higher and must earn a minimum grade of B in the courses. Courses with a grade less than a B must be repeated.

Additional course designators are:

AU Indicates auditing of course for no credit; not included in computation of grade point average.

EX Indicates that a student was exempted from a course; no credits are awarded for exempted courses.

I Indicates special circumstances that delay course completion; only issued if the completed work can result in a passing grade; not included in determining grade

average and does not represent satisfactory progress toward the degree but does count toward credits attempted when determining satisfactory progress.

P Indicates student has passed with a "C" level grade or higher; not included in determining grade point average but does represent satisfactory progress toward a degree.

R Indicates a course that has been repeated; only the higher grade is used for computing grade point average.

SA Indicates satisfactory completion of doctoral dissertation courses, i.e., 800 and 900 level courses only.

TR Denotes transfer credit; not included in determining grade point average.

UN Indicates unsatisfactory completion of the doctoral dissertation course, i.e., 800 and 900 level courses only.

W Indicates withdrawal after add/drop period; not included in determining grade average but does count toward hours attempted when determining satisfactory progress.

WF Indicates that a student was administratively withdrawn from the course and was failing at that time. The grade WF is for those students who have not officially withdrawn from the class, have ceased attending, and have failed to complete the requirements of the course. This grade carries the same academic penalty as a grade of "F" and is computed as a part of the Grade Point Average.

Courses end at 12:00 am Eastern Standard Time on Sunday of the last week of a session. Grades are submitted within 48 hours.

Doctorate Program Transfer Credits

Doctorate students may transfer thirty-six (36) course credits. Transfer credits must be at the doctorate level, have been completed within the last 10 years at an accredited institution and have an earned grade of "B" or better. Transfer credit decisions will be based on official transcripts provided to University of the Potomac.

Graduation

The formal commencement ceremony is held in June each year on a date announced by the University. Degree candidates who have completed all graduation requirements since the previous commencement ceremony are eligible to participate. Degree candidates who will be enrolled in their final courses on the date of commencement may also apply to participate in the ceremony. A student receiving an incomplete grade in a course who completes the course requirements and is issued a grade in that course is deemed to have completed the course in the session it was taken.

For doctoral candidates, a dissertation defense date must be set prior to the graduation ceremony as a condition for participation. The dissertation defense must be set within 3-weeks of the scheduled date of defense. The degree conferral date (noted on transcripts and diplomas) is the final day of the session in which the student completes all degree requirements. Diplomas and official transcripts are issued only for students who have completed the academic requirements of their program and have no financial obligation to the University.

Graduation with Honors

Master's degree students who complete their degree programs with a cumulative GPA of 3.80 or higher with no more than two grades below B- will be graduated with distinction and their transcripts will contain this notation.

Satisfactory Academic Progress (SAP) for Graduate Students

All students enrolled in graduate programs at the University of the Potomac must meet the University's minimum standards of achievement regarding cumulative grade point average (CGPA) and completion rate. A student's academic progress is evaluated at the end of each semester. The University's Satisfactory Academic Progress (SAP) policy for graduate students requires that they maintain a cumulative grade point average of 3.00 and a completion rate of 70% at the end of each semester.

- At the end of any semester in which students do not meet the CGPA or completion requirement, they are placed on Academic Probation for the next semester.
- Students on Academic Probation remain eligible, if relevant, for financial aid for one semester.
- If, at the end of the Academic Probation semester:
    - They have achieved the required CGPA or completion requirement, they are removed from Academic Probation and, if relevant, are eligible for financial aid.
    - They have not achieved a cumulative grade point average of 3.00 or completion rate of 70%, they are dismissed from the University.

Satisfactory academic progress is initially determined at the end of the first semester and each semester thereafter. Students are notified in writing of their SAP status: probation, dismissal, or having been removed from probation.

In addition, students have a maximum time of five years from their first session to complete their master's degree program. If a student reaches a point at which it will not be possible to complete within the five-year time frame, they are dismissed from the University.

Satisfactory Academic Progress (SAP) for Doctorate Students

All students enrolled in doctorate programs at the University of the Potomac must meet the University's minimum standards of achievement regarding cumulative grade point average (CGPA) and completion rate. A student's academic progress is evaluated at the end of each semester. The University's Satisfactory Academic Progress (SAP) policy for doctoral students requires that they maintain a cumulative grade point average of 3.00 and a completion rate of 70% at the end of each semester.

- At the end of any semester in which students do not meet the CGPA or completion requirement, they are placed on Academic Probation for the next semester.
- Students on Academic Probation remain eligible, if relevant, for financial aid for one semester.
- If, at the end of the Academic Probation semester:
    - They have achieved the required CGPA or completion requirement, they are removed from Academic Probation and, if relevant, are eligible for financial aid.

- They have not achieved a cumulative grade point average of 3.00 or completion rate of 70%, they are dismissed from the University.

Satisfactory academic progress is initially determined at the end of the first semester and each semester thereafter. Students are notified in writing of their SAP status: probation, dismissal, or having been removed from probation.

Doctoral candidates who have achieved doctoral candidacy status are granted the opportunity to retake a dissertation course twice, thereby allowing a total of three attempts. In the circumstance where a doctoral candidate does not progress through the dissertation process after the third unsuccessful course attempt, dismissal from the program is mandated. Any prospective continuation within the doctoral program subsequent to a third unsuccessful course attempt necessitates explicit approval from the Dean of the program. This stringent policy underscores the program's commitment to maintaining academic rigor and ensuring that candidates demonstrate sufficient proficiency in the dissertation component of their doctoral studies.

In addition, students have a maximum time of seven years from their first session to complete their doctorate degree program. If a student reaches a point at which it will not be possible to complete within the seven-year time frame, they are dismissed from the University.

Length of Time to Complete a Master's Degree

Students have up to five years from their first session to complete their master's degree program. If a student reaches a point at which it will not be possible to complete within the five-year timeframe, they are dismissed from the University.

Appeals Process and Mitigating Circumstances

Graduate students who fail to meet University of the Potomac standards of Satisfactory Academic Progress (SAP) and are placed on probation or dismissed from the University have an opportunity to appeal the action. Appeals must be made in writing to the Graduate Dean or designee within ten (10) days of notification of any SAP determination. The appeal must include an explanation of what has changed to improve the student's situation. A decision is made within five (5) business days of submission of the written petition. The student is informed in writing of the decision. Mitigating circumstances for which an appeal may be made are illness, death of a family member, military duty, jury duty, or employment responsibilities beyond the student's control. Appropriate written documentation must accompany an appeal.

Leave of Absence for Graduate Students

Graduate students in good standing who find it necessary to interrupt their education may apply for a leave of absence (LOA) for up to one semester (two consecutive eight-week sessions) per year. Students are encouraged to consult both an academic advisor and Student Financial Services before taking a leave. Students needing a period of time longer than 16 weeks are required to withdraw from the University or provide documentation of mitigating circumstances.

International Students

International students in good standing who find it necessary to interrupt their education may apply for a Leave of Absence for a maximum of one semester (two consecutive eight-week terms) once they have successfully completed two semesters (four consecutive terms of 8 weeks or 12 credits)

per academic year. A leave of absence does not adversely affect satisfactory progress toward a degree. Students who have not completed 12 credit hours at the time of a Leave of Absence request are required to withdraw from the University. International students cannot apply for Leave of Absence in the middle of their semester.

Application for a LOA must be made prior to the start of the session in which the LOA is to begin. A LOA will not be granted for a session that has already started. If a student takes a Leave of Absence during a course, the student must repeat the entire course unless a final grade can be given. Students taking an LOA may have financial obligations.
Student must fill out a Leave of Absence (LOA) Request Form by the deadline announced by the University. The request must be approved by the Academic Department, Student Finance Department, and International Student Services Department (if applicable). The Student Retention and Services Department will file the request and keep track of students on LOA. Failure to return at the end of an approved leave of absence results in the student being withdrawn from the University. The effective day of a withdrawal is the last date of attendance prior to an approved leave of absence.

PROGRAMS OF STUDY

DOCTORATE DEGREES

Doctorate Program Requirements

The doctorate degree program requires the satisfactory completion of 60 credit hours distributed among the following areas: advanced practice and specialty; writing and research requirements; and dissertation requirements. The degree of Doctorate is awarded in recognition of in-depth knowledge in a major field and comprehensive understanding of related subjects together with a demonstration of ability to perform independent investigation and to communicate the results of such investigation in an acceptable dissertation.

Curriculum Requirements

The doctorate degree program requires the satisfactory completion of 60 credit hours distributed among the following areas within the framework of regulations that students are expected to follow in their program of study. Doctoral students must complete 60 credit hours of doctoral coursework and successfully complete and defend a doctoral dissertation. All coursework must be at the 700 level or higher. A minimum of 24 credit hours of dissertation research is required for all doctoral students.

Doctorate Colloquium I and Doctorate Colloquium II

Doctorate Colloquiums I & II seek to provide a friendly, supportive, and constructive environment where doctoral student scholars and candidates can engage in an open discussion guided by experienced scholars. There are zero (0) course credits for the colloquiums.

- Doctorate Colloquium I - All student scholars and doctoral candidates are required to attend. Depending on enrollment, this colloquium is typically scheduled during the 2A term. Its overall objective is for students to (1) gain a

greater perspective of the doctoral completion process through the lens of accomplished scholars, and (2) demystify the expectations of the doctorate student as a student scholar and as a doctoral candidate. It is here where students are prepared for what is to come in the later stages of the program.

- Doctorate Colloquium II – During this colloquium, student scholars are provided the opportunity to share their research ideas that they may pursue once they become doctoral candidates. Although student scholars are not held to the critique level that awaits them as candidates, they are introduced to the potential questions that their research ideas may pose. Doctoral candidates will facilitate the breakout sessions by leading the discussions and sharing the critique of the presentations. This colloquium is highly participatory for both the student scholar and the doctoral candidate. Student scholars must complete Colloquium II prior to advancing to candidacy; exceptions may apply most likely due to timing of annual candidacy and student's continuous enrollment timeline.

Advancement to Candidacy

The student scholar in the doctorate program advances to candidacy only when (1) they successfully complete the 36 core course credit hours that precede the dissertation research courses or (2) accepted into the Doctorate Completion Program (DCP). Advancement to candidacy allows the student to enter the dissertation preparation phase of the degree program and occurs after all coursework is satisfied. Students are expected to make regular and continuous progress toward the degree. Advancement to candidacy in a doctorate program should occur no greater than 4 years of beginning the program of study. Students may continue in pre-candidacy status beyond this time on a limited basis by means of a petition to the Dean of Graduate and Doctoral Studies based on evidence of student progress toward the degree.

The Division of Academic Affairs must promptly be notified in writing of the decision concerning a student's advancement to candidacy, and a copy of the notification must be sent to the student concerned. A student who is refused candidacy status may not undertake further study for credit toward the doctorate degree. With the approval of the Office of Academic Affairs, such a student take additional courses, if required, in order to complete an approved master's degree in that field of study.

When a student has been advanced to candidacy, they may register for dissertation courses in the appropriate sequence starting with DBEC800. Following successful completion of DBEC802 – Doctoral Research III: Research Methodology (Module #3), the candidate is assigned a Dissertation Chairperson by the Department. Candidates must register for 6 dissertation credit hours per semester not including the Dissertation Defense course. Candidates must register for 6 credit hours for the Dissertation Defense course, i.e., DBA900, EDUC900, COMP900. Doctoral students have seven consecutive calendar years from the semester of the first credited registration, including leaves of absence, to complete all requirements for the doctorate program.

Students who enter into the Doctoral Completion Program – also referred to as ABD, *All But the Dissertation* – are awarded the distinction of candidacy on acceptance and are permitted to study under the guidelines outlined above.

Dissertation Requirements

All candidates for a doctorate degree must electronically submit a dissertation as evidence of their ability to conduct independent research at an advanced level. The dissertation must represent a significant contribution to existing knowledge in the student's field, and at least a portion of the content must be suitable for publication in a reputable professional journal or as a book or monograph. Students must prepare their own dissertations. Joint dissertations are not permitted. The dissertation must conform to regulations concerning format, quality, and time of submission as established by Academic Affairs. Research work connected with a dissertation is to be carried out under the direct supervision of a member of the University faculty selected by the Division of Academic Affairs in consultation with the research professor of DBEC802, candidate, and approved by the Dean of Graduate and Doctoral Studies.

Approved dissertations are to be uploaded to the University portal before certification for the doctorate. Because dissertations are made public immediately upon acceptance, they should not contain proprietary or classified material. When the research relates to proprietary material, the student and advisor are responsible for making preliminary disclosures to the sponsor in advance to permit timely release of the dissertation. These arrangements must be disclosed when the dissertation is submitted to Academic Affairs.

Institutional Review Board

The promotion of professional scholarship and the advancement of knowledge through applied research is one of the many functions of University of the Potomac. Depending on the research design undertaken, it is imperative that investigators in all disciplines strive to protect human subjects. University policy and federal regulations demand compliance. Per federal regulations (45 CFR 46), all research involving human subjects requires submission of an Institutional Review Board (IRB) application prior to initiation of such research.

Each IRB application must have a faculty member noted as the Responsible Investigator. Applications that are not fully completed as instructed will not be accepted. See the University IRB Policies and Procedures on the involvement of human participants in research for guidelines under which investigations involving human subjects may be pursued.

Doctoral candidates must submit their research IRB protocol to the IRB Committee for approval prior to the commencement of their research.

Dissertation Committee Chairperson

The dissertation committee chairperson is assigned to the doctoral candidate by the department. The chairperson is expected to provide mentorship in research conception, methods, performance, and ethics, as well as focus on the development of the student's professional communication skills, building professional contacts in the field, and fostering the professional behavior standard of the field and research in general. The chairperson also assists with the selection of the other faculty to serve as members of the dissertation defense committee.

Dissertation Defense Committee

The composition of each student's candidate dissertation committee must have formal approval by the Dean of Graduate and Doctoral Studies. The dissertation committee must consist of a minimum of three members of the University faculty plus the doctoral candidate. At least one of these faculty must hold a primary appointment that is outside of the student's department, program, or school. The chair of the committee must be a faculty member in the student's program. Persons who are

not members of the University faculty may serve as additional members of the defense committee, subject to approval by the Department of Academic Affairs; outside members serving on the committee shall be compensated by the candidate should such compensation be required.

Throughout the development and completion of the dissertation, members of the dissertation advisory committee are expected to provide constructive criticism and helpful ideas generated by the research problem from the viewpoint of their expertise. Each member will assess the originality of the dissertation, its value, the contribution it makes, and the clarity with which concepts are communicated, especially to a person outside the field. The doctoral candidate is expected to arrange meetings and maintain periodic contact with the chairperson who will dispense assignments, chapter reviews, etc. to committee members as so determined. The chairperson may also, if they chose, structure communication of members differently whereby direct communication between the candidate and committee members is permissible. A meeting of the full committee for the purpose of assessing the student's progress should occur at least once per term until the dissertation course modules are satisfied.

Final Oral Examination/Dissertation Defense

Doctoral candidates are required to pass a final oral examination in defense of the dissertation. The examination may also include an inquiry into the candidate's competence in the major and related fields.

The defense must be scheduled with the Division of Academic Affairs earlier than three weeks before the date of the examination. The chair of the examining committee should give approval to schedule the defense when the written dissertation is ready for public scrutiny. The candidate must provide to each member of the committee a copy of the completed dissertation at least fourteen days before the examination so that the committee members have an opportunity to read and discuss it in advance.

Scheduled defenses are publicized by Academic Affairs, and any member of the University may be present at that portion of the examination pre-designated as public by the chair of the dissertation defense committee. Others may be present at the formal defense only by invitation of the chairperson. All members of the dissertation defense committee will be present for the defense.

The dissertation defense committee is responsible for certifying that the quality and suitability of the material presented in the dissertation meet acceptable scholarly standards. A candidate will be certified as passing the final oral examination only when all voting members of the committee dissent.

Doctor of Business Administration

Program Mission

The mission of the Doctor of Business Administration (DBA) degree is to prepare scholars and professionals to meet the needs of the rapidly evolving business environment, enhance the skills necessary to advance the practice of business in a diverse global economy, to further the body of knowledge and research, and to balance the pursuit of high impact business practices.

Program Learning Goals

Upon completion of the program, graduates will be able to identify problems related to U.S. and foreign businesses and to respond artfully to these challenges. In addition, graduates will be

empowered with the knowledge and skills required to work as leaders in U.S. business organizations, nongovernmental organizations, and international entities.

Graduates of the Doctor of Business Administration are able to:

- Demonstrate fluency within the chosen discipline.
- Utilize the current and emerging business theory, practice, and influences that support business administration strategy and organizational missions in changing.
- Integrate appropriate principles and research methodologies frequently used in business research to solve current business administration problems.
- Formulate effective solutions to real-world problems in business administration that improve the effectiveness of organizations in support of organizational missions.
- Address complex business challenges through innovative and sustainable approaches, ensuring long-term success while contributing to the well-being of society and the environment.

Program Outline

Students must complete all courses and defend their dissertation.

Research and Methods		**Credits**
DBEC700	Principles of Research and Writing	3
DBEC710	Quantitative Research Methodology	3
DBEC725	Qualitative and Case Study Research Methodology	3
DBEC735	**Statistical Methods and Data Analysis**	**3**
Organizational Leadership		
DBA715	Organizational Dynamics, Ethics and Decision-Making	3
DBA727	Business Innovation and Sustainability	3
DBA730	Conflict Resolution and Negotiations	3
Management and Business Processes		
DBA740	Accounting and Financial Management	3
DBA745	Project Management Framework and Processes	3
DBA750	Human Resources and Risk Management	3
Global Business Leadership		
DBA765	Global Business, Geo-Political and Social Issues	3
DBA770	International Marketing in Business	3
Dissertation		
DBEC800	Doctoral Research I: Proposal Development	3
DBEC801	Doctoral Research II: Introduction & Literature Review	6
DBEC802	Doctoral Research III: Methodology	3
DBA803	Doctoral Research IV: Results, Findings, and Discussion	3
DBA804	Doctoral Research V: Discussion and Defense	3
Dissertation Defense		

DBA900	Dissertation Defense	6
Total credits		**60**

Doctor of Education

Program Mission

The mission of the Doctor of Education (Ed.D.) in Organizational Leadership degree is to develop effective leaders in organizational contexts. The program improves students' skills and increases their knowledge of effective leadership through advanced study. This doctoral program focuses on practice, professional engagement, research, and theory. Further, the program prepares students to interpret research literature, identify viable solutions and develop contextual applications for areas related to.

Program Learning Goals

Upon completion of the program, graduates will be able to address the needs and challenges facing education professionals across a variety of contents. Coursework explores the principles of leadership, scholarship, and practice to prepare leaders who can affect change in educational and organizational systems.

Graduates of the Doctor of Education in Organizational Leadership are able to:

- Develop an integrative understanding of traditional leadership theories and critical perspectives
- Develop an understanding of organizations as complex, social and bureaucratic systems within a larger political environment.
- Produce knowledge and interventions that build the capacity within schools, communities, and organizations to work towards social justice.
- Ability to utilize internal and external data sources to inform policy and practice
- Manage conflict and facilitate change associated with resource allocation and institutional priorities, which contribute to the long-term viability of the organization.
- Ability to provide competent oversight to instructional and student services programs, including informed program evaluation and review
- Ability to navigate organizational structures and cultures to establish partnerships, utilize networks, and encourage collaboration

Program Outline

Students must complete all courses and defend their dissertation.

Leadership

EDUC700	Self-Insight and Personal Development as a Leader	3
EDUC710	Leading Change in Educational Institutions	3
EDUC715	System Thinking and Decision Making	3
EDUC720	Leading Large Scale Transformation	3
EDUC725	Case Studies for Educational Leadership; Solving Administrative Dilemmas	3

Educational Development

EDUC755	Technology Integration in Education	3
EDUC765	Assessment and Learning Outcomes	3

EDUC775	Curriculum Development and Design	3

Applied Research

DBEC700	Principles of Research and Writing	3
DBEC710	Quantitative Research Methodology	
DBEC725	Qualitative and Case Study Research Methodology	3
DBEC735	**Statistical Methods and Data Analysis**	**3**

Dissertation

DBEC800	Doctoral Research I: Proposal Development	3
DBEC801	Doctoral Research II: Introduction & Literature Review	3
DBEC802	Doctoral Research III: Methodology	3
EDUC803	Doctoral Research IV: Results, Findings, and Discussion	3
EDUC804	Doctoral Research V: Discussion and Defense	3

Dissertation Defense

EDUC900	Dissertation Defense	9

Total credits	**60**

Doctor of Computer Science

Program Mission

The mission of the Doctor of Computer Science (DCS) degree is to develop students to be research and development leaders in computer science. The program strives to promote high-quality, high-impact research, collaboratively and across disciplines. The goal of the computer science curriculum is to provide students with the knowledge and tools that will allow them to design and implement effective, economical, and creative solutions for the needs of individuals, society, and the high-tech economy.

Program Learning Goals

Upon completion of the program, graduates will be able to address the needs and challenges facing computer science professionals across a variety of contents. Coursework explores the principles of computer science technologies, scholarship, and practice. This program prepares students through problem-solving techniques to create cutting-edge technology. Students will receive a strong foundation in both the software and hardware aspects of computing, as well as the mathematics and science that underlie the discipline.

Graduates of the Doctor of Computer Science are able to:

- Understand and respect the professional standards of ethics expected of a computer scientist and be knowledgeable concerning the history of the computing field.
- Possess the skills and knowledge to enable them to be committed to lifelong learning in computer science
- Be knowledgeable about the theoretical foundations of computing and have strong practical application experience
- Demonstrate the ability to be a productive contributor individually and in teams on software projects using accepted software management practices
- Graduates will be ready to accept expected research and development responsibilities upon employment and be able to independently design and develop computer software

systems and products based on sound theoretical principles and solid software development skill.

Program Outline

Students must complete all courses and defend their dissertation.

Theory		
COMP710	Data Structures and Algorithms I	3
COMP711	Theory of Computation	3
COMP712	Advanced Data Structure and Algorithms	3
Intelligent Systems		
COMP713	Advanced Artificial Intelligence	3
COMP714	Machine Learning	3
Programming Systems		
COMP716	Programming Languages	3
COMP717	Program Generation and Optimization	3
COMP718	Software Design and Architecture	3
Computer Systems		
COMP820	Advanced Operating Systems	3
COMP821	Distributed Systems Software	3
Applications		
COMP822	Game Engine Programming	3
COMP825	High Performance Computing	3
Dissertation		
DBEC800	Doctoral Research I: Proposal Development	3
DBEC801	Doctoral Research II: Introduction & Literature Review	3
DBEC802	Doctoral Research III: Methodology	3
COMP832	Doctoral Research IV: Results, Findings, and Discussion	3
COMP833	Doctoral Research V: Discussion and Defense	3
Dissertation Defense		
COMP900	Dissertation Defense	9
Total credits		60

MASTER'S DEGREES

Master of Science in Accounting (MSAC)

Program Mission

The Master of Science in Accounting degree program prepares individuals to practice the profession of accounting and to perform related business functions. It includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures,

statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and accounting applications to for-profit, public, and non-profit organizations.

Program Learning Goals

The objective of the MS in Accounting program is to equip persons seeking to advance in their careers as professional accountants in industry, government, and non-profit organizations with the specialized knowledge and skills demanded of the profession in this dynamic and changing era in business.

Graduates of MS in Accounting will be able to:

- Demonstrate a high level of understanding of, and the ability to apply, concepts of accounting practice and theory.
- Evaluate complex accounting problems from the perspective of multiple business disciplines and professional standards, then formulate, communicate, and defend recommendations to decision-makers based on those evaluations
- Utilize the knowledge, skills, and concepts of accounting and finance using evidence-based practice methodologies
- Work collaboratively across disciplines to define, discuss, and resolve accounting problems using a technology-based solution from the individual to the population level.
- Produce clearly written, concise business analyses, and deliver clear, well organized, persuasive oral presentations.
- Recognize the importance of diversity and integrate their unique cultural backgrounds with those of other students and with faculty members to develop effective interpersonal and group interactions.
- Analyze accounting situations in keeping with professional standards and moral values and recommend appropriate courses of action.

Program Outline

The Master of Science in Accounting degree program consists of 12 courses for 36 academic credits. Students complete twelve courses. All courses are three credits.

Required Accounting Courses (36 credits)

BUS501	Managerial Accounting
BUS503	Managerial Finance
ACC500	Financial Accounting
ACC502	Accounting Information System
ACC504	Advanced Auditing
ACC555	Systems Auditing
ACC563	Advanced Accounting Theory
ACC570	Forensic Accounting
ACC575	International Accounting Systems
ACC580	Advanced Federal Taxation
ACC581	Advanced Business Taxation
ACC599	CAPSTONE: Accounting

Master of Business Administration (MBA)

Program Mission

The mission of the Master of Business Administration degree is to prepare working professionals to meet the needs of the rapidly rising workforce demands, increased levels of responsibility and an expanded management role.

Program Learning Goals

Upon completion of the program, graduates will be able to identify problems related to U.S. and foreign businesses and to respond artfully to these challenges. In addition, graduates will be empowered with the knowledge and skills required to work as managers in U.S. business organizations, nongovernmental organizations, and international entities.

Graduates of the Master of Business Administration are able to:

- Formulate evidenced-based business solutions founded on stakeholder needs and interests.
- Exercise principles of ethical leadership in a variety of diverse, professional settings.
- Develop decisions and managerial actions that enhance organizational effectiveness through effective communication and teamwork.
- Apply advanced knowledge in the legal, theoretical, and practical aspects of operating a business.

Concentrations

MBA students complete eight courses in the core (or provide documentation of prior coursework in the case of pre-requisites) and then select one of the following concentrations:

- Accounting
- Amazon Web Services
- Artificial Intelligence
- Blockchain Technologies
- Computer Informatics
- Education
- Finance
- Geospatial Intelligence
- Health Care Administration
- Hospitality and Tourism Management
- Human Resource Management
- Information Technology Management
- International Business
- Management
- Marketing
- Project Management
- Public Policy

Program Outline

Students complete the eight courses in the core and select one of the four-course concentrations. All courses are three credits.

Core (24 credits)

BUS501	Managerial Accounting
BUS502	Managerial Economics
BUS503	Managerial Finance
BUS510	Strategic Management
BUS520	Human Resources and Organizational Behavior
BUS530	Marketing Management
BUS560	Management and Information Systems (students may substitute AWS500 Cloud Foundations and Architecting for BUS560)
BUS570	Business Ethics
BUS699	**Residency** - World Leadership and Global Outcomes. May replace one of the core courses (BUS501, BUS502, BUS503 excluded).

Accounting (12 credits):

ACC500	Financial Accounting
ACC502	Accounting Information System
ACC504	Advanced Auditing
ACC580	Advanced Federal Taxation

Amazon Web Services (12 credits)

AWS500	Cloud Foundations
AWS510	Cloud Architecting and Developing
AWS530	Machine Learning Foundations
AWS550	Data Analytics

Artificial Intelligence (12 credits)

AIT600	Artificial Intelligence
AIT620	Methods of Artificial Intelligence and Machine Learning
AIT630	Changing Business with AI Technology
AIT650	AI Technology: Ethics and Risk. Future of AI Applications in Business

Blockchain Technologies (12 credits):

BLC500	Introduction to Blockchain Technology
BLC510	Smart Contracts
BLC520	Introduction to Hyperledger
BLC530	Blockchain Applications

Computer Informatics (12 credits)

CBSC500	Network Defense and Countermeasures
CBSC510	Cloud Computing from the Ground Up
CBSC520	Data Analysis
CBSC530	Cyber Crime and Homeland Security

Education

EDU510	Education in a Globalized World
EDU520	Effective use of Technology in Education

EDU530	Curriculum Design and Planning
EDU540	Education Administrative Practices and Policies

Finance Concentration (12 credits)

FIN610	Financial Strategy
FIN620	Financial Risk Management
FIN630	Mergers and Acquisitions
FIN640	Valuation and Value Creation

Geospatial Intelligence Concentration (12 credits):

GIS580	Geospatial Intelligence
GIS581	Geospatial Analysis and Modeling
GIS583	Geospatial Web and Mobile Programming
GIS585	Geospatial Intelligence Applications in IT, Business, Management, Health & Government Operations

Health Care Administration Concentration (12 credits)

HLTH500	Healthcare Systems
HLTH510	Managing Healthcare Organizations
HLTH520	Healthcare Policy, Law, and Ethics
HLTH530	Decision Analysis for Healthcare Managers

Hospitality and Tourism Management Concentration (12 credits)

HOTO610	Hospitality and Tourism Management
HOTO620	Marketing and Advertising in Hospitality and Tourism
HOTO630	Financial Management and Planning in Hospitality and Tourism
HOTO640	Applications of Technology in Hospitality and Tourism

Optional additional course for students who are not working in the industry:

HOTO690	MBA Internship in Hospitality and Tourism

Human Resource Management Concentration (12 credits)

BUS670	Foundations of Human Resource Management
BUS680	Human Resource Law
MGMT675	Human Capital Management
MGMT680	Organizational Training and Development

Information Technology Management Concentration (12 credits)

MCAP520	Enterprise Data Management and Administration
CBSC620	Cyber Law and Policy
COMP610	Strategic IT: Best Practices for Executives
COMP630	Technology Entrepreneurship

International Business Concentration (12 credits)

BUS640	International Business Law
BUS650	Global Leadership
MGMT650	Asia-Pacific Rim Management
MGMT660	Global Negotiations

Management Concentration (12 credits)

MGMT610	Executive Leadership
MGMT620	Legal Aspects of Management
MGMT630	Managing Organizational Diversity
MGMT640	Managing Change

Marketing Concentration (12 credits)

MRKT610	Strategic Marketing
MRKT620	Marketing Research
MRKT630	Multinational Marketing
MRKT640	Digital Marketing Strategy

Project Management Concentration (12 credits)

MPM610	Project Management Structure and Culture
MPM620	Project Management and the Enterprise Communication Plan
MPM630	Project Risk and Management
MPM640	International Project Management

Public Policy Concentration (12 credits)

MLS 620	Intergovernmental Relations
MPP 610	Governmental Theory
MPP 620	Grant Writing and Administration
MPP 630	Public Budgeting and Finance

Total: 36 credits

Comprehensive Examination (Required)

Upon completion of all coursework, the MBA candidate will take an open book comprehensive examination comprised of the five primary areas of business, each addressing MBA program learning goals. The examination is graded on a pass/fail basis. Students may retake the examination if necessary.

Master of Science in Computer Science (MSCS)

Program Mission

The goal of the Master of Science in Computer Information Sciences program is to develop technical computing skills in the students. Graduates will be able to identify and address technical problems as they relate to all aspects of Computer Science and will be able to articulate their approach and findings to other professionals in both written and oral forms. The program emphasizes strong technical skills and helps students develop and demonstrate their ability to communicate effectively in both written and oral formats.

Program Learning Goals

Graduates of the Master of Science in Computer Sciences will be able to:

- Communicate computer science concepts, designs, and solutions effectively and professionally.

- Apply knowledge of computing to produce effective designs and solutions for specific problems.
- Identify, analyze, and synthesize scholarly literature relating to the field of computer science.
- Use software development tools, software systems, and modern computing platforms.
- Communicate effectively with a range of audiences.
- Initiate and lead teamwork, implement a wide range of teamwork development, and manage multi-cultural communication and possible conflicts.

Program Outline

The MSCS program consists of 12 courses and 36 academic credits. Students complete the eight courses in the core and select one of the four-course concentrations. All courses are three credits.

Core (24 credits)

COMP510	Foundations of Algorithms and Data Structures
CBSC510	Cloud Computing from the Ground Up
MGMT610	Executive Leadership
COMP520	Design and Analysis of Algorithms
MCAP520	Enterprise Data Management and Administration
COMP530	Linguistics of Programming Languages
COMP540	Computer Systems Architecture
CBSC530	Cyber Crime and Homeland Security

Amazon Web Services (12 credits)

AWS500	Cloud Foundations
AWS510	Cloud Architecting and Developing
AWS530	Machine Learning Foundations
AWS550	Data Analytics

Artificial Intelligence (12 credits)

AIT600	Artificial Intelligence
AIT620	Methods of Artificial Intelligence and Machine Learning
AIT670	Python for Artificial Intelligence
AIT680	Artificial Intelligence and GPT Engineering

Blockchain Technologies (12 credits):

BLC500	Introduction to Blockchain Technology
BLC510	Smart Contracts
BLC520	Introduction to Hyperledger
BLC530	Blockchain Applications

Cyber Security Concentration (12 credits)

CBSC610	Computer Forensics and Cyber Crime
CBSC620	Cyber Law and Policy
CBSC630	Hacking Methodology
CBSC640	Capstone-Cyber Warfare

Big Data Science Concentration (12 credits)

DACS610 Data Mining
DACS620 Machine Learning
DACS630 Data Preparation and Analysis
DACS640 Capstone - Data Integration, Warehousing, Provenance, and Analysis

Database Organization Concentration (12 credits)
COMP620 Corporate IT Security Audit Compliance
DACS640 Data Integration, Warehousing, Provenance, and Analysis
COMP650 Data-Intensive Computing
COMP660 Capstone - Advanced Database Organization

Geospatial Intelligence Concentration (12 credits)
GIS580 Geospatial Intelligence
GIS581 Geospatial Analysis and Modeling
GIS583 Geospatial Web and Mobile Programming
GIS585 Geospatial Intelligence Applications in IT, Business, Management, Health & Government Operations

Information Technology Management Concentration (12 credits)
COMP610 Strategic IT: Best Practices for Executives
COMP620 Corporate IT Security Audit Compliance
COMP630 Technology Entrepreneurship
COMP640 Capstone-Forecasting and Management of Technology

Total: 36 credits

Master of Science in Data Analytics (MSDA)

Program Mission
This program prepares individuals to use a variety of statistical and quantitative methods, computational tools, and predictive models to help businesses, nonprofits, and government agencies in forecasting, risk assessment, making critical decisions, and ultimately, enabling them to be more successful in a wide range of data-rich environments.

Program Learning Goals
Graduates of the Master of Science in Data Analytics are able to:

- Design, implement, populate, and query relational databases for operational data
- Design, implement, populate, and query data warehouses for informational data
- Harness very large data sets to make business decisions
- Evaluate the use of data from acquisition through cleansing, warehousing, analytics, and visualization to the ultimate business decision
- Execute real-time analytical methods on streaming datasets to react quickly to customer needs.
- Communicate effectively with a range of audiences.

- Initiate and lead teamwork, implement a wide range of team-work development, manage multi-cultural communication and possible conflicts.
- Develop a personal code of values and ethics that includes, among other things, a commitment to personal and social understanding.

Program Outline

Students complete the eight courses in the core and select one of the four-course concentrations. All courses are three credits.

Core (24 credits)

MGMT610	Executive Leadership
BUS560	Management and Information Systems
MCAP520	Enterprise Data Management and Administration
COMP620	Corporate IT Security Audit Compliance
DACS640	Data Integration, Warehousing, Provenance, and Analysis
COMP590	Data Presentation and Visualization
COMP605	Optimization and Risk Assessment
DACS600	Advanced Data Analytics

Amazon Web Services (12 credits)

AWS500	Cloud Foundations
AWS510	Cloud Architecting and Developing
AWS530	Machine Learning Foundations
AWS550	Data Analytics

Artificial Intelligence (12 credits)

AIT600	Artificial Intelligence
AIT620	Methods of Artificial Intelligence and Machine Learning
AIT670	Python for Artificial Intelligence
AIT680	Artificial Intelligence and GPT Engineering

Blockchain Technologies (12 credits):

BLC500	Introduction to Blockchain Technology
BLC510	Smart Contracts
BLC520	Introduction to Hyperledger
BLC530	Blockchain Applications

Business Analytics Concentration (12 credits)

BUS625	Business Analytics
BUS630	Data Driven Decision Making
BUS690	Entrepreneurship and Small Business Management
RES680	Capstone in Data Analytics

Marketing Analytics Concentration (12 credits)

MRKT640	Digital Marketing Strategy
BUS530	Marketing Management

MRKT650	Marketing Analytics
RES680	Capstone in Data Analytics

Financial Analytics Concentration (12 credits)

FIN650	Financial Services Analytics
FIN655	Accounting Analytics
FIN660	Algorithmic Trading and Quantitative Investment Strategies
RES680	Capstone in Data Analytics

Big Data Science Concentration (12 credits)

DACS610	Data Mining
DACS620	Machine Learning
DACS630	Data Preparation and Analysis
DACS640	Capstone: Data Integration, Warehousing and Analysis

Geospatial Intelligence (12 credits)

GIS580	Geospatial Intelligence
GIS581	Geospatial Analysis and Modeling
GIS583	Geospatial Web and Mobile Programming
GIS585	Geospatial Intelligence Applications in IT, Business, Management, Health & Government Operations

Master of Science in Geospatial Information Technology (MSGIT)

Program Mission

The Master of Science in Geospatial Information Technology (MSGIT) is a STEM-based program. It prepares individuals to understand, practice, and model Reality utilizing Geospatial Intelligence. Geospatial Information Technology is an innovative powerful methodology that offers ground-breaking customer intelligence solutions that can lead to better decisions and provide a competitive advantage in any field or industry.

Program Learning Goals

The objective of the MS in Geospatial Information Technology program is to equip persons with skills in innovative top-notch GIS technology and its application to IT, business, governmental, environmental, and transportation problems, geospatial modeling, and decision support.
A graduate will get the unique opportunity to utilize top-notch ArcGIS software to operate in 2-D/3-D environment, and become skilled in designing Smart Cities, Geospatial Mobile Apps for providing a competitive advantage to IT companies, businesses, governments, and agencies/associations through merging GIS, Remote Sensing, GPS, and Business Intelligence technologies.

Graduates from MS GIT program will:

- Understand the Geospatial Information analytical and modeling techniques; the differences in GIS Technology applications to government, industries, social and economic issues through Geospatial Analysis;

- Acquire hands-on practical experience in completing Projects through applying top-of-the-line GIS software: ArcGIS – a new standard for GIS, enhancement the business applications through introducing and utilizing different ArcGIS extensions;
- Conduct Geospatial analysis and modeling with Spatial Analyst, Model Builder;
- Learn the conception of visualization enhancement through three-dimensional images and models with 3-D Analyst;
- Gain knowledge of customization of ArcGIS and an insightful look into the nature of open source language within IT environment through applying Python and VBA language;
- Understand of Geometric Network constructions and real-life applications within ArcGIS environment;
- Comprehend the application of GeoDesign and GeoModeling approach to develop GeoApps for any industry demand;
- Gain experience in building up the decision/planning support systems through integrating Geographic Information Systems, statistical and business models, and visualization tools to achieve Geospatial Intelligence;
- Acquire skills in completing real-life GIS Projects utilizing the obtained Geospatial Intelligence Technology knowledge.

Program Outline

The Master of Science in Geospatial Information Technology degree program consists of 12 courses for 36 academic credits. Students complete twelve courses. All courses are three credits.

Required Geospatial Information Technology Courses (36 credits):

GIS500	Concepts of Geospatial Thinking and Digital Cartography
DACS640	Data Integration, Warehousing, Provenance, and Analysis
CBSC520	Data Analytics
GIS580	Geospatial Intelligence
GIS581	Geospatial Analysis and Modeling
GIS582	Remote Sensing, Geospatial Technology in Raster Analytics
GIS583	Geospatial Web Design
GIS584	3-D Visualization and Mobile Programming
GIS586	Geospatial Business Intelligence
GIS587	GIS Project Management
GIS588	Smart Cities Concepts: Geo Analysis, Modeling, and Implementation
GIS590	Capstone: GIS Applications in IT, Business, Management, Health & Government operations

Total: 36 credits

Master of Healthcare Administration (MHA)

Program Mission

The mission of the Master of Healthcare Administration program is to prepare managers for leadership positions in the public, private and not-for-profit healthcare sectors by providing these leaders with the breadth and depth of knowledge necessary to address real-world healthcare challenges. Graduates of the program will be competent in the areas of management of healthcare systems; healthcare policy, law, and ethics; financial management; public health; and global health

systems. In addition, graduates will be empowered with the knowledge and skills required to work as healthcare administrators in U.S. healthcare organizations and government agencies, non-governmental organizations, and international healthcare entities.

Program Learning Goals

Graduates of the Master of Healthcare Administration are able to:

- Identify health-related concerns of diverse populations and develop methodologies to convert these concerns into public policy
- Create policies and processes and execute decisions in compliance with the legal, regulatory, and ethical considerations inherent in managing healthcare systems and organizations
- Apply the methodologies used in healthcare finance and reimbursement processes to evaluate and execute decisions regarding optimal organizational and system direction
- Explain and compare the organizational elements and structure, delivery modalities, and barriers to system and process improvement, including information technology processes, for US and global healthcare systems

Program Outline

Students complete nine core and three elective courses. All courses are three credits.

Required Healthcare Courses (27 credits)

Students generally take the following required courses in the order listed.

HLTH500	Healthcare Systems
HLTH510	Managing Healthcare Organizations
HLTH520	Healthcare Policy, Law, and Ethics
HLTH530	Decision Analysis for Healthcare Managers
HLTH540	Physician Group Practice Management
HLTH550	Financial Management of Healthcare Organizations
HLTH560	Public Health
HLTH570	Global Health Systems
HLTH690	Capstone Project in Healthcare Systems

Electives (9 credits)

Students select three elective courses; not all elective courses are offered each academic year.

HLTH600	Healthcare Informatics, Analytics, and Technology
HLTH610	Marketing and Competitive Strategy in Healthcare
HLTH620	Health Insurance and Risk Management
HLTH630	Organizational Behavior in Health Care
HLTH640	Human Resource Management in Healthcare

Total: 36 credits

Master of Science in Healthcare Informatics (MSHI)

Program Mission

This program enables individuals to gain the necessary expertise to oversee the coordination of a complex organization's healthcare informatics and information management needs. This program covers information technology foundations, research methods for healthcare managers, information management for project managers, and foundations of information security.

Program Learning Goals

Graduates of the Master of Science in Healthcare Informatics will be able to:

- Apply informatics theories, methods, and tools related to personal health, healthcare, and public health to analyze a problem and identify and define the requirements appropriate to its solution
- Utilize the knowledge, skills, and concepts of health information technology using evidence-based practice methodologies
- Work collaboratively across disciplines to define, discuss, and resolve health problems using a technology-based solution from the individual to the population level.
- Articulate the ways in which data, information, and knowledge are used to solve health problems from the individual to the population level.
- Describe key legal, regulatory, and ethical issues related to the utilization of health information technology
- Acquire the skills necessary to contribute to a strategic and tactical approach in utilizing health information systems to improve healthcare quality
- Initiate and lead teamwork, implement a wide range of teamwork development, and manage multi-cultural communication and possible conflicts.

Program Outline

Students complete the four courses in Business and Management, four courses in Health Profession, and four courses in Information Technology. All courses are 3 credits.

Business and Management Courses (12 credits)

MGMT610 Executive Leadership
BUS560 Management and Information Systems
MGMT615 Health Informatics Project Design and Management
HLTH625 Health Care Communications Technology and Telematics

Health Profession courses (12 credits)

HLTH605 American Health Care Systems
HLTH645 Legal and Regulatory Environment for Health Care and Informatics
HLTH650 Health Quality and Safety
HLTH655 Research Methods and Data Analytics for Health Informatics

Information Technology courses (12 credits)

HLTH640 Introduction to Health Information Technology
MCAP520 Enterprise Data Management and Administration
DACS640 Data Integration, Warehousing, Provenance, and Analysis
HLTH635 Health Data Structures

Total: 36 credits

Master of Science in Information Technology (MSIT)

Program Mission

The mission of the Master of Science in Information (MSIT) degree is to prepare graduates who will be competent in the areas of data analysis, data and information systems management, cyber and network security, leadership, and marketing. Graduates will be empowered with the knowledge and skills required to work as IT managers or cyber security specialists in U.S. business organizations and government agencies, non-governmental organizations, and international entities.

Program Learning Goals

Graduates of the Master of Science in Information Technology are able to:

- Lead complex projects from today's information technology perspective.
- Develop information systems as strategic tools to provide competitive advantage.
- Quickly adapt to new technologies and the volatile global environment.
- Effectively identify and implement solutions through key leadership skills.

Concentrations

MSIT students complete eight courses in the core (or provide documentation of prior coursework in the case of pre-requisites) and then select one of the following concentrations:

- Amazon Web Services
- Blockchain Technologies
- Information Technology Management
- Cyber Security
- Geospatial Intelligence

Program Outline

Students complete 36 credits, the eight courses in the core and select one of the four-course concentrations. All courses are three credits.

Core (24 credits)

BUS510	Strategic Management
CBSC500	Network Defense and Countermeasures
CBSC510	Cloud Computing from the Ground Up
CBSC520	Data Analysis
CBSC530	Cyber Crime and Homeland Security
MCAP520	Enterprise Data Management and Administration
MGMT610	Executive Leadership
MPM610	Project Management Structure and Culture

Amazon Web Services (12 credits)

AWS500	Cloud Foundations
AWS510	Cloud Architecting and Developing
AWS530	Machine Learning Foundations
AWS550	Data Analytics

Artificial Intelligence (12 credits)

AIT600	Artificial Intelligence
AIT620	Methods of Artificial Intelligence and Machine Learning
AIT670	Python for Artificial Intelligence
AIT680	Artificial Intelligence and GPT Engineering

Blockchain Technologies (12 credits):

BLC500	Introduction to Blockchain Technology
BLC510	Smart Contracts
BLC520	Introduction to Hyperledger
BLC530	Blockchain Applications

Information Technology Management Concentration (12 credits)

COMP610	Strategic IT: Best Practices for Executives
COMP620	Corporate IT Security Audit Compliance
COMP630	Technology Entrepreneurship
COMP640	Capstone-Forecasting and Management of Technology

Geospatial Intelligence Concentration (12 credits)

GIS580	Geospatial Intelligence
GIS581	Geospatial Analysis and Modeling
GIS583	Geospatial Web and Mobile Programming
GIS580	Geospatial Intelligence Applications in IT, Business, Management, Health & Government Operations

Cyber Security Concentration (12 credits)

CBSC610	Computer Forensics and Cyber Crime
CBSC620	Cyber Law and Policy
CBSC630	Hacking Methodology
CBSC640	Capstone-Cyber Warfare

Total: 36 credits

Master of Science in Education (MSED)

Program Mission

This program is for teachers and other education professionals who want to enhance their understanding of theory and practice. Students engage in evidence-based decision-making, critical, innovative, and creative thinking, and problem-solving as they apply to a professional education context. The MSED program is open both to licensed educators and those who are not licensed but have an interest in pursuing one or more areas of education.

Program Learning Goals

Graduates of the Master of Science in Education are able to:

- Understand how a person learns, grows, and develops, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.
- Use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt the practice to meet the needs of each learner.

Program Outline

Students complete 36 credits, the eight courses in the core, and select one of the four-course concentrations. All courses are three credits.

Core (24 credits)

EDU501	Social Contexts in Education
EDU502	Child and Adolescent Development
EDU503	Research and Analysis in Teaching and Learning
EDU504	Educating Exceptional Children
EDU601	Theory and Practice of Teaching
EDU602	Problems in the Philosophy of Education
EDU603	Teaching with Technology
EDU604	Assessment and Evaluation

Elementary Teaching Concentration (12 credits)

EDU610	Elementary Science Methods and Content
EDU611	Elementary Social Studies Methods and Content
EDU612	Elementary Literacy Methods and Content
EDU690	Capstone Integration Experience

Secondary Teaching Concentration (12 credits)

EDU620	Content Area Reading and Writing
EDU621	Dynamics of Middle School
EDU622	High School Methods and Content
EDU690	Capstone Integration Experience

English as a Second Language Concentration (12 credits)

EDU630	Foundations of Learning in a New Language
EDU631	Critical Issues in Literacy
EDU632	Applied Linguistics for Language Educators

EDU690	Capstone Integration Experience

Learning Design Innovation (12 credits)

EDU640	Program Design and Evaluation
EDU641	Virtual Learning, Collaboration, and Transmedia
EDU642	New Learning and Emerging Technology
EDU690	Capstone Integration Experience

STEM Education Concentration (12 credits)

EDU650	Science, Technology, Engineering, and Mathematics (STEM) Teaching and Learning
EDU651	Engineering Design for School Teaching and Learning
EDU652	Visualization for Math, Science, and Technology Education
EDU690	Capstone Integration Experience

Total: 36 credits

Combined Bachelor of Science/Master of Business Administration in Hospitality and Tourism Management

Program Mission

The mission of the Combined Bachelor of Science/Master of Business Administration in Hospitality and Tourism Management degree is to fast-track the preparation of students to serve in managerial positions in the dynamic and increasingly global hospitality and tourism industry. The program also serves to meet the needs of rapidly rising workforce demands and for the development of human resources in this field.

Program Learning Goals

Graduates of the Combined Bachelor of Science/Master of Business Administration in Hospitality and Tourism Management degree are able to:

- Formulate and communicate evidenced-based business solutions founded on stakeholder needs and interests in the hospitality and tourism industry.
- Exercise principles of ethical leadership in a variety of diverse, professional settings.
- Apply advanced knowledge in the legal, theoretical, and practical aspects of operating a hospitality or tourism-based business.
- Participate in financial activities such as the setting of room rates, the establishment of budgets, and the allocation of funds to departments.
- Demonstrate the ability to apply the principles and processes for providing customer and personal services, including customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Program Outline

LOWER DIVISION REQUIREMENTS (60 Credits)

General Education Requirement (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I

ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Business Courses (30 credits)

ACCT101	Principles of Financial Accounting I
ACCT110	Principles of Financial Accounting II
BUS110	Foundations of Business
BUS202	Critical Thinking and Decision Making
BUS230	Business Ethics and the Legal Environment
ECON201	Principles of Economics
FIN230	Fundamentals of Finance
MGMT230	Organizational Behavior
MGMT250	Introduction to Business Analysis
MRKT110	Principles of Marketing

Required Hospitality Management Courses (12 credits)

HOSP100	Introduction to Hospitality
TOUR110	Principles of Tourism
HOTO220	Customer Service Management
HOTO230	Hospitality and Tourism Marketing

UPPER DIVISION REQUIREMENTS (42 Credits)

General Education Requirement (12 credits)

ENGL395	Research and Report Writing
MATH323	Research and Statistical Analysis
PSYC201	Principles of Psychology
SCIE312	Environmental Science and Sustainability

Core Business Requirements (12 credits)

MGMT305	Organizational Communications
MGMT360	Leadership
MGMT417	Human Resource Management
MGMT427	Operations Management

Core Hospitality Management Requirements (18 credits)

HOTO300	Meetings and Events Management
HOTO310	Technology in the Hospitality and Tourism Industry
HOTO320	Revenue Management
HOTO435	Strategic Management and Planning for Hospitality and Tourism
HOTO470	Hospitality and Tourism Law
HOTO490	Hospitality and Tourism Internship I

MBA REQUIREMENTS (36 credits)

Core MBA Requirements (24 credits)

BUS501	Managerial Accounting
BUS502	Managerial Economics
BUS503	Managerial Finance
BUS510	Strategic Management
BUS520	Human Resources and Organizational Behavior
BUS530	Marketing Management
BUS560	Management and Information Systems
BUS570	Business Ethics

MBA Hospitality and Tourism Management Concentration Requirements (12 credits)

HOTO610	Hospitality and Tourism Management
HOTO620	Marketing and Advertising in Hospitality and Tourism
HOTO630	Financial Management and Planning in Hospitality and Tourism
HOTO640	Applications of Technology in Hospitality and Tourism
Or	
HOTO 690	MBA Internship in Hospitality and Tourism

Electives: 6 credits

Total: 144 credits

BACHELOR'S DEGREES

Bachelor of Science in Accounting

Program Mission

The mission of the Bachelor of Science degree in Accounting is to prepare students for entry-level positions in public accounting firms and other private, governmental, and nonprofit organizations.

Program Learning Goals

Graduates of the Bachelor of Science in Accounting are able to:

- Translate complex economic events into financial information based on professional accounting standards and methodologies.
- Analyze business information to determine the impact of audit and business risks on operational performance.
- Use ethical data collection techniques to research accounting, tax, auditing, and commercial law literature in order to apply professional accounting and auditing standards, regulations, rules, and interpretations.
- Develop written business communications that convey the work performed and conclusions reached within the context of professional accounting or auditing standards and the needs of stakeholders.

Concentrations

Students majoring in Accounting may select six upper division elective courses in accounting or management or choose one of the following concentrations to add an additional focus to their studies:

- Finance
- Government Contract Management
- Healthcare Management
- Information Management
- International Business
- Management
- Marketing

Prerequisites for Upper Division Courses

- Successful completion of general education course requirements
- Successful completion of ACCT 101, ACCT 110, and FIN 230

Program Outline

To receive a Bachelor of Science degree in Accounting, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

LOWER DIVISION REQUIRMENTS (60 Credits)

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Core Courses: 39 credits

Management Courses (18 Credits)

BUS110	Foundations of Business
BUS202	Critical Thinking and Decision Making
BUS230	Business Ethics and the Legal Environment
ECON201	Principles of Economics
MGMT230	Organizational Behavior
MRKT110	Principles of Marketing

Accounting Courses (21 Credits)

ACCT101	Principles of Financial Accounting I
ACCT110	Principles of Financial Accounting II
ACCT203	Federal Taxes
ACCT214	Accounting Information Systems

ACCT220	Payroll Accounting
ACCT290	Intermediate Accounting I
FIN230	Fundamentals of Finance

Electives: 3 credits

UPPER DIVISION REQUIREMENTS (60 Credits)

General Education Requirements (12 credits)

ENGL395	Research and Report Writing
MATH323	Research and Statistical Analysis
PSYC201	Principles of Psychology
SCIE312	Environmental Science and Sustainability

Required Core Courses: 30 credits

Management Courses (6 credits)

MGMT305	Organizational Communications
MGMT435	Strategic Management and Planning

Accounting Courses (24 Credits)

ACCT301	Intermediate Accounting II
ACCT320	Intermediate Accounting III
ACCT307	Cost Accounting
ACCT330	Assurance and Audit Services
ACCT402	Corporate Taxation
ACCT408	Forensic Accounting
ACCT450	Advanced Financial Reporting
BUS320	Advanced Business Law for Accounting

Electives (18 credits) – Any 18 credits of upper-division courses which may include one of the concentrations below.

Finance Concentration

FIN310	Investment Analysis and Portfolio Management
FIN320	Asset Management
FIN330	Corporate Finance
FIN340	Financial Reporting and Analysis
FIN350	International Banking and Finance
FIN400	Derivatives and Risk Management

Government Contact Management Concentration

MGMT308	Government Contract Law
MGMT326	Principles of Federal Acquisition (FAR and DFARS)
MGMT330	Purchasing and Material Management

MGMT332	Cost and Price Analysis
MGMT350	Contract Administration
MGMT450	Contract Modification and Options

Healthcare Management Concentration

HLTH303	Information Systems for Health Systems
HLTH400	Societal Health and Policy Issues
HLTH403	Global Health Administration
HLTH405	Healthcare Financial Management
MGMT411	Total Quality Management
MRKT427	Marketing Management

Information Management Concentration

CBSC320	Information Security
MCAP303	Organization and Technology of Information Management
MCAP351	Management Support Systems
MICS341	Systems Analysis and Design
MICS455	Computer Networking and Telecommunications
MICS461	Database Management

International Business Concentration

BUS310	Export/Import Marketing
MGMT303	International Business Management
FIN350	International Banking and Finance
MRKT424	International Marketing
MGMT440	International Organizational Development Strategies
MRKT450	New Product Development (US and Global)

Management Concentration

MCAP303	Organization and Technology of Information Management
MGMT360	Leadership
MGMT365	Managing Conflict and Change
MGMT417	Human Resource Management
MGMT424	Negotiations Management
MGMT427	Operations Management

Marketing Concentration

MRKT350	Salesmanship
MRKT424	International Marketing
MRKT425	Consumer Behavior
MRKT427	Marketing Management
MRKT450	New Product Development (US and Global)
MRKT490	Marketing and Social Media

Total: 120 credits

Bachelor of Science in Business

Program Mission

The mission of the Bachelor of Science degree in Business is to provide students with a broad foundation covering the major functional areas in business: accounting and finance, management, marketing, and operations and by developing skills and knowledge that can be applied to problem-solving across these areas in any business, industry, organization, or government agency context.

Program Learning Goals

Graduates of the Bachelor of Science in Business are able to:

- Analyze the financial health of businesses through financial statements and applicable quantitative and qualitative tools/methodologies.
- Apply management principles in ways that optimize organizational resources and respond to the impact of change on business sustainability.
- Develop a business plan that considers implementation issues, including the financial, legal, operational, and administrative procedures involved in new business ventures.
- Conduct assessments of business problems and opportunities that result in recommendations for courses of action.

Business Analyst

The four lower division courses listed below prepare a student for the examination leading to certification as a Certified Business Analyst (CBA):

BUS202	Critical Thinking and Decision Making
MGMT210	Introduction to Project Management
MGMT250	Introduction to Business Analysis
MGMT280	Introduction to Business Consulting

Project Management

The five courses listed below prepare students for the examination leading to certification as a Project Management Professional (PMP).

MGMT210	Introduction to Project Management
MGMT211	Project Management Knowledge Areas 1
MGMT212	Project Management Knowledge Areas 2
MGMT411	Total Quality Management
MATH323	Research and Statistical Analysis

Concentrations

Students majoring in Business may select six upper-division business courses in one of the following seven concentrations to add focus to their studies:

- Accounting
- Early Childhood Development
- Finance
- Government Contract Management
- Healthcare Management
- Information Management
- International Business

- Marketing

Prerequisites for Upper Division Courses

- Successful completion of general education course requirements
- Successful completion of lower-division core courses

Program Outline

To receive a Bachelor of Science degree in Business, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

LOWER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Core Courses (30 credits)

ACCT101	Principles of Financial Accounting I
ACCT110	Principles of Financial Accounting II
BUS110	Foundations of Business
BUS202	Critical Thinking and Decision Making
BUS230	Business Ethics and the Legal Environment
ECON201	Principles of Economics
FIN230	Fundamentals of Finance
MGMT230	Organizational Behavior
MGMT235	Introduction to International Business
MRKT110	Principles of Marketing

Electives: 12 credits

UPPER DIVISION REQUIREMENTS (60 Credits)

General Education Requirements (12 credits)

ENGL395	Research and Report Writing
MATH323	Research and Statistical Analysis
PSYC201	Principles of Psychology
SCIE312	Environmental Science and Sustainability

Required Core Courses (24 credits)

MGMT305	Organizational Communications
MGMT360	Leadership
MGMT365	Managing Conflict and Change

MGMT417 Human Resource Management
MGMT424 Negotiations Management
MGMT427 Operations Management
MGMT435 Strategic Management and Planning
MRKT319 Principles of Marketing and Advertising

Electives (24 Credits) – At least 24 credits must be in upper-division business courses, which may include one of the concentrations below:

Accounting Concentration
ACCT290 Intermediate Accounting I
ACCT301 Intermediate Accounting II
ACCT320 Intermediate Accounting III
ACCT307 Cost Accounting
ACCT330 Assurance and Audit Services
ACCT402 Corporate Taxation

Early Childhood Development Concentration
ECD300 Curriculum Planning & Design for Early Learners
ECD303 Best Practices in School-age and Youth Care
ECD305 Exceptional Children
ECD308 Socialization and Group Care of Infants and Toddlers
ECD403 Early Childhood Intervention
ECD425 Behavior Management for Special Needs

Finance Concentration
FIN310 Investment Analysis and Portfolio Management
FIN320 Asset Management FIN330 Corporate Finance
FIN340 Financial Reporting and Analysis
FIN350 International Banking and Finance
FIN400 Derivatives and Risk Management

Geospatial Business Intelligence Concentration
GIS201 Principles of Geography and Digital Cartography
DACS210 Introduction to Data and Data Management
GIS300 Principles of Geospatial Intelligence and GIS Technology
GIS302 Fundamentals of Remote Sensing
GIS350 Geospatial Technology in Analytics
GIS450 Advanced Geospatial Business Intelligence

Government Contract Management Concentration
MGMT308 Government Contract Law
MGMT326 Principles of Federal Acquisition (FAR and DFARS)
MGMT330 Purchasing and Material Management
MGMT332 Cost and Price Analysis
MGMT350 Contract Administration

MGMT450 Contract Modification and Options

Healthcare Management Concentration

HLTH303 Information Systems for Health Systems
HLTH400 Societal Health and Policy Issues
HLTH403 Global Health Administration
HLTH405 Healthcare Financial Management
MGMT411 Total Quality Management MRKT 427 Marketing Management

Information Management Concentration

CBSC320 Information Security
MCAP303 Organizational Technology and Information Management
MCAP351 Management Support Systems
MICS341 Systems Analysis and Design
MICS455 Computer Networking and Telecommunications
MICS461 Database Management

International Business Concentration

BUS310 Export/Import Marketing
MGMT303 International Business Management
MGMT311 Supply Chain Management
MGMT440 International Organizational Development Strategies
MRKT424 International Marketing
MRKT450 New Product Development (US and Global)

Marketing Concentration

MRKT350 Salesmanship
MRKT424 International Marketing MRKT 425 Consumer Behavior
MRKT427 Marketing Management
MRKT450 New Product Development (US and Global)
MRKT490 Marketing and Social Media

Total: 120 credits

Bachelor of Science in Computer Sciences

Program Mission

This program focuses on the design of technological systems, computing systems and a large number of specializations, including database systems management and development, data mining, data security, artificial intelligence, mobile systems development and management, computer graphics, media and game design, virtual technologies, etc. Program graduates can find employment in finance, business, government, manufacturing, healthcare, and many other thriving industries as solutions to business and research data and communications support needs and include instruction in the principles of computer hardware and software components algorithms, databases, telecommunications, user tactics, application testing, and human interface design.

Program Learning Goals

BS in Computer Information Sciences focuses on computer information systems and the constantly changing technologies that drive them. The program is designed specially to accommodate the need for trained computer professionals in the applications of Information Sciences area.

Graduates of BSCS are able to:

- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems.
- Analyze problems, and identify the computing and informatics requirements to develop appropriate solutions.
- Design, develop and implement the reliable computing systems based on the logic and mathematical principles and models
- Analyze, design, develop, and document secure technical solutions for computing systems and networking infrastructure
- Analyze, compare, and contrast algorithms, programming languages, compilers, and operating systems to select or develop solutions to problems.
- Understand and follow local, national, and international technical standards, ethics, and intellectual property regulations when developing or updating computer applications and systems
- Communicate effectively with a range of audiences.
- Initiate and lead teamwork, implement a wide range of teamwork development, and manage multi-cultural communication and possible conflicts.

Program Outline

To receive a Bachelor of Science degree in Computer Sciences, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

LOWER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (24 credits)

ENGL101	English Composition I
ENGL102	English Composition II
HIST101	Introduction to World History
EGR101	Introduction to Engineering
SOCI101	Introduction to Business Ethics
MATH115	Calculus
PHIS100	Mechanics
GNED112	Student Success Strategies

Computer Science and Engineering Courses Required (27 credits)

COMP140	Introduction to Data Communication and Networking
COMP160	Introduction to Programming I
COMP165	Introduction to Programming II
CBSC235	Foundations of Cyber Security
CBSC265	Network Security Management
COMP220	Data Structures and Algorithms I

COMP225	Data Structures and Algorithms II
ENGR240	Software Engineering I
ENGR241	Software Engineering II

Math Courses Required (9 credits)

MATH180	Calculus II
MATH181	Calculus III
MATH280	Discrete Math for Computer Science

UPPER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (12 credits)

ENGL395	Research and Report Writing
MATH323	Research and Statistical Analysis
PSYC201	Principles of Psychology
MATH434	Differential Equations & Linear Algebra

Upper division Core Courses (30 credits)

COMP305	Computer Org and Architecture I
COMP306	Computer Org and Architecture II
ENGR310	Object-Oriented Design and Development I
ENGR311	Object-Oriented Design and Development II
COMP401	Database Organization I
COMP410	Introduction to Wireless Networks and Performance
COMP415	Operating Systems I
COMP420	Distributed Systems I
COMP421	Distributed Systems II
COMP455	Mobile Applications Development

Electives/Concentrations (18 credits)

Games Design Concentrations

WEB401	Introduction to Game Design
WEB407	Computer and Human Interaction
COMP460	Game Engine Programming I
COMP465	Game Engine Programming II
WEB405	Design for new Media
WEB406	Motion Design

Mobile Applications Concentrations

WEB407	Computer and Human Interaction
WEB402	Web Development: Client Side
WEB403	Web Development: Server Side
WEB404	Mobile Application design in Windows
WEB405	Design for new Media

WEB406 Motion Design

Software Engineering Concentration

ENGR401 Special topics in JAVA I
ENGR402 Special topics in JAVA II
ENGR403 Software Testing
ENGR404 Agile Software Development
ENGR405 Applied Network and Security
COMP470 Database Organization II

Database Development Concentration

COMP470 Database Organization II
COMP475 Data Modeling and Applications
COMP480 Introduction to Data Warehousing I
COMP485 Introduction to Data Warehousing II
COMP490 Data Visualization
COMP495 Advanced Database Management

Data Analytics Concentration

MRKT480 Strategies for Researching New Markets
DACS400 Introduction to Big Data Processing
DACS410 Machine Learning
COMP490 Data Visualization
DACS430 Python Programming I
DACS435 Python Programming II

Cyber Security Concentration

CBSC305 Introduction to Cybercrime and Homeland Security
CBSC415 Network Defense and Countermeasures
CBSC435 Firewalls for Security
CBSC495 Network Security Design
MICS341 Systems Analysis and Design
MICS455 Computer Networking and Telecommunications

Geospatial Intelligence Concentration

GIS201 Principles of Geography and Digital Cartography
DACS210 Introduction to Data and Data Management
GIS300 Principles of Geospatial Intelligence and GIS Technology
GIS302 Fundamentals of Remote Sensing
GIS350 Geospatial Technology in Analytics
GIS450 Advanced Geospatial Intelligence

Total: 120 credits

Bachelor of Science in Cyber Security and Policy

Program Mission

Networks are always on, and constant vigilance is needed to protect corporate data, government confidential information, and classified military information. Students who earn a Bachelor of Sciences degree in Cyber Security and Policy will be prepared for a challenging and rewarding career field fighting worldwide cybercrime and protecting the digital world from hacking, fraud, and malware. Cyber Security students will be in a growing field of study with multiple opportunities to assist businesses, governments, and the military to protect their networks, data, and systems.

What is Cyber Security?

Cyber security is the protection of networks, data, and people from data theft, identity theft, and attacks. Cyber security consists of information security, network security, and application security. With the use of policies, technologies, and people, organizations can protect the confidentiality, integrity, and availability of their systems.

Program Learning Goals

Graduates of the Bachelor of Science in Cyber Security and Policy are able to:

- Design a network that meets identified strategic objectives and reflects emerging trends and issues in cyber security.
- Apply appropriate network countermeasure policies designed to prevent security breaches of data and information.
- Apply professional and ethical standards of conduct that ensure the protection of personal privacy.
- Develop comprehensive security plans for computer systems, networks, and storage servers.

Prerequisites for Upper Division Courses

- Successful completion of general education course requirements
- Successful completion of lower-division core courses

Concentrations

Students majoring in Cyber Security and Policy may select six upper-division courses in one of the following five concentrations to add focus to their studies:

- Government Contract Management
- Healthcare Management
- Information Management
- International Business
- Management

Program Outline

To receive a Bachelor of Science degree in Cyber Security and Policy, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

LOWER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Management Courses (15 credits)

ACCT101	Principles of Financial Accounting I
BUS110	Foundations of Business
BUS202	Critical Thinking and Decision Making
BUS230	Business Ethics and the Legal Environment
MGMT210	Introduction to Project Management

Required Cyber Security and Computing Courses (18 credits)

CBSC235	Foundations of Cyber Security
CBSC245	Cyber Law
CBSC265	Network Security Management
COMP140	Introduction to Data Communication and Networking
COMP236	Survey of Operating Systems
COMP251	Computer Systems Technology

Electives: 9 credits

UPPER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (12 credits)

ENGL395	Research and Report Writing
MATH323	Research and Statistical Analysis
PSYC201	Principles of Psychology
SCIE312	Environmental Science and Sustainability

Required Cyber Security and Computer Courses (30 credits)

CBSC301	Introduction to Digital Forensics
CBSC305	Introduction to Cybercrime and Homeland Security
CBSC320	Information Security
CBSC405	Security Policies and Procedures
CBSC415	Network Defense and Countermeasures
CBSC425	Evaluating Emerging Technologies
CBSC435	Firewalls for Security
CBSC497	Network Security Design (Capstone Project)
COMP315	Security Administration I
COMP316	Security Administration II

Electives: 18 credits

Any 18 credits in upper division courses which may include one of the concentrations below

Government Contact Management Concentration

MGMT308	Government Contract Law
MGMT326	Principles of Federal Acquisition (FAR and DFARS)
MGMT330	Purchasing and Material Management
MGMT332	Cost and Price Analysis
MGMT350	Contract Administration
MGMT450	Contract Modification and Options

Healthcare Management Concentration

HLTH303	Information Systems for Health Systems
HLTH400	Societal Health and Policy Issues
HLTH403	Global Health Administration
HLTH405	Healthcare Financial Management
HLTH435	Strategic Healthcare Planning
MGMT411	Total Quality Management

Information Management Concentration

CBSC310	Computer Security
MCAP303	Organization and Technology of Information Management
MCAP351	Management Support Systems
MICS341	Systems Analysis and Design
MICS455	Computer Networking and Telecommunications
MICS461	Database Management

International Business Concentration

BUS310	Export/Import Marketing
MGMT303	International Business Management
MGMT311	Supply Chain Management
MGMT440	International Organizational Development Strategies
MRKT424	International Marketing
MRKT450	New Product Development (US and Global)

Management Concentration

MCAP303	Organization and Technology of Information Management
MGMT360	Leadership
MGMT365	Managing Conflict and Change
MGMT417	Human Resource Management
MGMT424	Negotiations Management
MGMT427	Operations Management

Total: 120 credits

Bachelor of Science in Early Childhood Development

Program Mission

Bachelor of Science in Early Childhood Development (BSECD) provides interested professionals the opportunity to examine specific theories and methodologies of education by studying current trends and practices in public and private schools.

Program Learning Goals

The objective of the BS in Early Childhood Development is to provide the opportunity for graduates to establish a firm understanding of early childhood educational development and behavior while evaluating associated methods and interventions such as differentiated learning and direct instruction.

Students getting BS in Early Childhood Development degree will learn how to:

- Apply knowledge of learning and development theories and learners' characteristics, learning preferences, experience, and motivation, to inform appropriate practices
- Cultivate a culture of high expectations; practicing informed, targeted, and reflective instruction; facilitating a community of learners; and assessing learning in a variety of ways towards continuous improvement in teaching and learning
- Develop and demonstrate a reflective mindset, and habits of effective communication, collaboration, critical thinking, creativity, professional practice, ethics, and ethos
- Integrate the discovery, analysis, and use of evidence-based literature, successful practices, and data, to inform educational practice
- Promote curiosity among students; making inquiry a central part of teaching practice; seeking professional growth opportunities and applying new learning to educational practice

Program Outline

The Bachelor of Science in Early Childhood Development program consists of 40 courses for 120 academic credits. All courses are three credits.

LOWER DIVISION REQUIREMENTS (60 Credits)

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Courses: Low Division (42 credits)

ECD101	Introduction to Early Childhood Development
ECD102	Growth and Development I
ECD202	Growth and Development II
ECD105	Guidance and Classroom Management
ECD110	Family and Community Relations
ECD125	Health, Safety and Nutrition
ECD130	Creative Experiences
ECD135	Language Arts Concepts

ECD137 Science and Math Concepts
ECD200 Movement and Music for Children
ECD210 Principles of Ethics and Leadership in Early Childhood Education
ECD220 Methods and Materials
ECD240 Supervised Field Experience for Infants and Toddlers

UPPER DIVISION REQUIREMENTS (60 Credits)

General Education Requirements (12 credits)
ENGL395 Research and Report Writing
MATH323 Research and Statistical Analysis
PSYC201 Principles of Psychology
SCIE312 Environmental Science and Sustainability

Required Courses: Upper Division (42 credits)
ECD300 Curriculum Planning & Design for Early Learners
ECD301 Administration and Supervision
ECD303 Best Practices in School-age and Youth Care
ECD305 Exceptional Children
ECD308 Socialization and Group Care of Infants and Toddlers
ECD335 Children's Literature
ECD355 Understanding Behavior and Family Dynamics
ECD401 Inclusive Care of Infants and Toddlers
ECD403 Early Childhood Intervention
ECD405 Children and Families in a Diverse Society
ECD425 Behavior Management for Special Needs
ECD428 Methods of Teaching Special Needs Students
ECD430 Supervised Field Experience
ECD431 Supervised Field Experience for Special Needs Students

Electives: 6 credits

Any 6 credits in upper division courses

Total: 120 credits

Bachelor of Science in Geospatial Information Technology

Program Mission
Bachelor of Science in Geospatial Information Technology (BSGIT) prepares individuals to understand and practice Geospatial Information Technology as an innovative powerful methodology. It includes instruction in Geospatial principles and theory of Spatial Thinking as well as understanding of Remote Sensing, Cartography, and Geospatial Modeling. Students engage in practical modeling of Reality utilizing Geospatial Information Technology to find solutions within governmental, business, and industry operations.

Program Learning Goals

The objective of the BS in Geospatial Information Technology program is to provide innovative GIS-based skills to find solutions for IT, business, governmental, environmental, and transportation problems, geospatial modeling, and decision support.

A graduate will get the unique opportunity to utilize top-notch Geospatial Information technology software to operate in desktop, server, mobile, and Web-based "live" 2-D/3-D environment.

Graduates from BSGIT program will:

- Understand the Geospatial Information analytical and modeling techniques while applying to government, industries, social and economic issues.
- Acquire hands-on practical experience in completing real "live" projects through applying top-of-the-line Geospatial software;
- Gain experience in providing in-depth Geospatial analysis and modeling utilizing GIT tools;
- Acquire knowledge of customization of Geospatial tools according to customer needs, and an insight look into the nature of open-source language within IT environment through applying Python and VBA language;
- Understand the Geometric Network constructions and real-life applications within ArcGIS environment;
- Gain experience in building up the decision/planning support systems through integrating Geographic Information Systems, statistical and business models, and visualization tools to achieve Geospatial Intelligence to design successful "Smart City" solutions;
- Acquire skills in completing a real-life GIS Projects utilizing the obtained Geospatial Intelligence Technology knowledge.

Program Outline

The Bachelor of Science in Geospatial Information Technology degree program consists of 40 courses for 120 academic credits. All courses are three credits.

LOWER DIVISION REQUIREMENTS (60 Credits)

General Education Requirements (21 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra
STAT112	Introduction to Statistics

Required Geospatial Information Technology Courses (18 credits)

GIS100	Principles of Geography and Spatial Thinking
GIS101	Cartographic Principles and Visualization
DACS210	Introduction to Data and Data Management
DACS215	Foundation of Data Analytics
COMP160	Introduction to Programming I

COMP220 Data Structures and Algorithms

Electives: 21 credits

UPPER DIVISION REQUIREMENTS (60 Credits)

General Education Requirements (12 credits)
ENGL395 Research and Report Writing
MATH323 Research and Statistical Analysis
PSYC201 Principles of Psychology
SCIE312 Environmental Science and Sustainability

Required Geospatial Information Technology Courses (30 credits)
GIS300 Introduction to Geospatial Intelligence and GIS Technology
GIS302 Fundamentals of Remote Sensing
GIS350 Geospatial Technology in Analytics
GIS450 Advanced Geospatial Intelligence
COMP401 Database Organization I
COMP410 Introduction to Wireless Networks and Performance
COMP415 Operating Systems I
COMP455 Mobile Applications Development

Electives (18 credits) – Any 18 credits in upper division courses.

Total: 120 credits

Bachelor of Science in Healthcare Information Management

Program Mission
BS in Health Information Management (HIM) program is an important academic program with strong demand in the job market. HIM professionals provide reliable and valid information that drives the healthcare industry. Students graduating from this program are specialists in managing patient data, will be able to ensure health information is complete and available to legitimate users, code and classify data for reimbursement and research, analyze information necessary for decision support, protect patient privacy and provide information security, and enhance the quality and uses for data within health information computer systems.

Program Learning Goals
Graduates of the Bachelor of Science in Healthcare Information Management are able to:
- Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.
- Create and implement organization-wide confidentiality policies and procedures.
- Apply healthcare statistics and research to comprehensive health information analysis, including quality assessment and performance improvement.
- Apply legal and ethical standards to healthcare information requirements and standards.
- Demonstrate appropriate application of health information technology and systems to professional practice.

- Apply principles of organization and management to human resources and health information services decision-making.
- Communicate effectively with a range of audiences.
- Initiate and lead teamwork, implement a wide range of teamwork development, and manage multi-cultural communication and possible conflicts.

Program Outline

To receive a Bachelor of Science degree in Healthcare Information Management, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

LOWER DIVISION REQUIRMENTS (60 credits)

General Education Requirements (24 credits)

ENGL101 English Composition I
ENGL102 English Composition II
HIST101 Introduction to World History
MATH110 College Algebra
BUS230 Business Ethics and the Legal Environment
BIO100 Human Anatomy and Physiology
BIO110 Human Biology and Health
HLTH100 Medical Terminology

Program Specific Courses Required (36 credits)

HLTH110 Introduction to Health Services Administration
HLTH115 Ethical Issues in Health Care
HLTH120 Introduction to Managed Health Care
COMP130 Introduction to Healthcare Informatics
HLTH125 Healthcare Information Flow and Data Management
HLTH130 Data Standards, Vocabularies, and Interoperability in Healthcare
HLTH200 Pathophysiology & Pharmacology
HLTH210 Coding I
HLTH215 Coding II
HLTH220 Health Care Statistics
HLTH225 Health Care Quality Assessment
HLTH230 Medical Billing and Reimbursement

UPPER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (12 credits)

ENGL395 Research and Report Writing
MATH323 Research and Statistical Analysis
PSYC201 Principles of Psychology
MATH423 Probability and Statistics I

Upper division Core Courses (48 credits)

HLTH300 Health Information Services Management
HLTH310 Healthcare Database Management Systems

HLTH315	The U.S Health Care Systems, I
HLTH316	The U.S Health Care Systems, II
HLTH320	Healthcare Enterprise Systems
MGMT321	Principles of Management and Supervision
CBSC310	Computer security
CBSC415	Network Defense and Countermeasures
HLTH421	Health Care Organizations and Finance
COMP475	Data Modeling and Applications
HLTH410	Health Care Information Law, Privacy, and Security
HLTH420	Health Care Research Methodology
HLTH430	Health Data Analytics and Information Governance
HLTH435	Health Care Quality Management
HLTH440	Economics of Health Care Organizations
RES480	Capstone Project: Health Care Research

Total: **120 credits**

Bachelor of Science in Government Contract Management

Program Mission

The mission of a Bachelor of Science degree in Government Contract Management is to provide theoretical and practical application knowledge in contract management which enables graduates to successfully enter and excel in their professional field while improving their ability to think critically and communicate effectively in academic and personal settings.

Program Learning Goals

Graduates of the Bachelor of Science in Government Contract Management are able to:

- Apply the fundamentals of management, finance, law, and operations to the administration of government contracts.
- Evaluate competitive proposals using government contract specification framework.
- Manage contract performance and compliance.
- Analyze contract liability with a business cost and price strategy.

Project Management Certifications

The four courses listed below prepare students for the examination leading to certification as a Certified Associate Project Management Professional (CAPMP). In addition, the following class MATH 323 is required to prepare students for the examination leading to certification as Project Management Professional (PMP):

MGMT210	Introduction to Project Management
MGMT211	Project Management Knowledge Areas 1
MGMT212	Project Management Knowledge Areas 2
MGMT411	Total Quality Management
MAT 323	Research and Statistical Analysis

The upper division courses listed below prepare students for the examination leading to certification as a Certified Federal Contracts Manager:

MGMT308 Government Contract Law
MGMT326 Principles of Federal Acquisition (FAR and DFARS)
MGMT330 Purchasing and Material Management
MGMT332 Cost and Price Analysis
MGMT350 Contract Administration
MGMT450 Contract Modification and Options

The upper division courses listed below prepare students for the examination leading to certification as a Certified Commercial Contracts Manager:

ACCT307 Cost Accounting
MGMT308 Government Contract Law
MGMT326 Principles of Federal Acquisition (FAR and DFARS)
MGMT327 Performance-Based Contract
MGMT350 Contract Administration
MGMT450 Contract Modification and Options

Combining the upper division courses in both groups above prepares students for the examination leading to certification as a Certified Professional Contracts Manager.

Concentrations
Students majoring in Government Contract Management may select six upper division elective courses in management or choose one of the following concentrations to add an additional focus to their studies:

- Accounting
- Finance
- Healthcare Management
- Information Management
- International Business
- Management
- Marketing

Prerequisites for Upper Division Courses
- Successful completion of general education course requirements
- Successful completion of lower-division core courses

Program Outline
To receive a Bachelor of Science degree in Government Contract Management, students must earn 120 credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

LOWER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (18 credits)
COMP110 Computer and Office Applications
ENGL101 English Composition I

ENGL102 English Composition II
GNED112 Student Success Strategies
MATH106 College Mathematics
MATH110 College Algebra

Required Accounting, Economics, and Finance Courses (12 credits)
ACCT101 Principles of Financial Accounting I
ACCT110 Principles of Financial Accounting II
ECON201 Principles of Economics
FIN230 Fundamentals of Finance

Required Management Courses (27 credits)
BUS110 Foundations of Business
BUS202 Critical Thinking and Decision Making
BUS230 Business Ethics and the Legal Environment
MGMT210 Introduction to Project Management *
MGMT211 Project Management Knowledge Areas 1 *
MGMT212 Project Management Knowledge Areas 2 *
MGMT230 Organizational Behavior
MGMT 235 Introduction to International Business
MRKT 110 Principles of Marketing

**These three courses and MGMT 411 Total Quality Management, and MATH 323 Research and Statistical Analysis, prepare a student for the examination leading to certification as a Project Management Professional.*

Electives: **3 credits**

UPPER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (12 credits)
ENGL395 Research and Report Writing
MATH323 Research and Statistical Analysis
PSYC201 Principles of Psychology
SCIE312 Environmental Science and Sustainability

Required Core Courses (30 credits)
MGMT308 Government Contract Law
MGMT326 Principles of Federal Acquisition (FAR and DFARS)
MGMT327 Performance-Based Contract
MGMT330 Purchasing and Materials Management
MGMT332 Cost and Price Analysis
MGMT350 Contract Administration
MGMT405 Business Development and Contract Proposal
MGMT424 Negotiations Management MGMT 450 Contract Modification and Options
MGMT455 International Contracts Management

Electives (18 credits) – Any 18 credits of upper-division courses or one of the concentrations below

Accounting Concentration

ACCT290	Intermediate Accounting I
ACCT301	Intermediate Accounting II
ACCT307	Cost Accounting
ACCT320	Intermediate Accounting III
ACCT330	Assurance and Audit Services
ACCT402	Corporate Taxation

Finance Concentration

FIN310	Investment Analysis and Portfolio Management
FIN320	Asset Management
FIN330	Corporate Finance
FIN340	Financial Reporting and Analysis
FIN350	International Banking and Finance
FIN400	Derivatives and Risk Management

Healthcare Management Concentration

HLTH303	Information Systems for Health Systems
HLTH400	Societal Health and Policy Issues
HLTH403	Global Health Administration
HLTH405	Healthcare Financial Management
MGMT411	Total Quality Management
MRKT427	Marketing Management

Information Management Concentration

CBSC320	Information Security
MCAP303	Organizational Technology and Information Management
MCAP351	Management Support Systems
MICS341	Systems Analysis and Design
MICS455	Computer Networking and Telecommunications
MICS461	Database Management

International Business Concentration

BUS310	Export/Import Marketing
MGMT303	International Business Management
MGMT311	Supply Chain Management
MGMT440	International Organizational Development Strategies
MRKT424	International Marketing
MRKT450	New Product Development (US and Global)

Management Concentration

MCAP303	Organization and Technology of Information Management
MGMT360	Leadership
MGMT365	Managing Conflict and Change
MGMT417	Human Resource Management

MGMT424 Negotiations Management
MGMT427 Operations Management

Marketing Concentration
MRKT350 Salesmanship
MRKT424 International Marketing
MKRT425 Consumer Behavior
MRKT427 Marketing Management
MRKT450 New Product Development (US and Global)
MRKT490 Marketing and Social Media

Total: 120 credits

Bachelor of Science in Hospitality and Tourism Management

Program Mission
The mission of a Bachelor of Science degree in Hospitality and Tourism Management is to prepare students for managerial positions in the dynamic and increasingly global hospitality and tourism industry, as well as for the development of human resources in this field. Graduates are able to enter professional positions in tourism, hospitality, restaurant, and event management fields such as convention and visitors' centers, destination management organizations, conference centers, resorts, casinos, hotels, theme parks, theaters, restaurants, and clubs. Fieldwork experience permits students to draw the links between theory taught in the classroom and practice observed in the field, thus improving their education and skills.

Combined Bachelor's-Master's Program
The Bachelor of Science in Hospitality and Tourism Management may be combined with the Master of Business Administration degree in a Combined Bachelor of Science-Master of Business Administration in Hospitality and Tourism Management. The combined 144-credit program can be completed in fewer than five years. See the previous section on Combined Bachelor's-Master's Programs for details.

Program Learning Goals
Graduates of the Bachelor of Science in Hospitality and Tourism Management are able to:

- Apply technical and management skills in the hospitality and tourism industry.
- Identify and communicate a long-range vision and strategy for a service organization.
- Plan and monitor the revenue activity of a hotel or facility.
- Participate in financial activities such as the setting of room rates, the establishment of budgets, and the allocation of funds to departments.
- Demonstrate the ability to apply the principles and processes for providing customer and personal services, including customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Prerequisites for Upper Division Courses
- Successful completion of general education course requirements
- Successful completion of lower-division core courses

Concentrations

Students majoring in Hospitality and Tourism Management may select six upper-division courses in one of the following three concentrations to add focus to their studies:

- Hospitality Management
- International Business
- Marketing
- Restaurant and Foodservice Management
- Tourism Management

Program Outline

To receive a Bachelor of Science degree in Hospitality and Tourism Management, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

LOWER DIVISION REQUIREMENTS (60 Credits)

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Business Courses (30 credits)

ACCT101	Principles of Financial Accounting I
ACCT110	Principles of Financial Accounting II
BUS110	Foundations of Business
BUS202	Critical Thinking and Decision Making
BUS230	Business Ethics and the Legal Environment
ECON201	Principles of Economics
FIN230	Fundamentals of Finance
MGMT230	Organizational Behavior
MGMT250	Introduction to Business Analysis
MRKT 110	Principles of Marketing

Required Hospitality and Tourism Management Courses (12 credits)

HOSP100	Introduction to Hospitality
TOUR110	Principles of Tourism
HOTO220	Customer Service Management
HOTO230	Hospitality and Tourism Marketing

UPPER DIVISION REQUIREMENTS (60 Credits)

General Education Requirements (12 credits)

ENGL395	Research and Report Writing
MATH323	Research and Statistical Analysis
PSYC201	Principles of Psychology

SCIE312 Environmental Science and Sustainability

Required Business Courses (12 credits)

MGMT305 Organizational Communications
MGMT360 Leadership
MGMT417 Human Resource Management
MGMT427 Operations Management

Required Hospitality Management Courses (18 credits)

HOTO300 Meetings and Events Management
HOTO310 Technology in the Hospitality and Tourism Industry
HOTO320 Revenue Management
HOTO435 Strategic Management and Planning for Hospitality and Tourism
HOTO490 Hospitality and Tourism Internship I
HOTO495 Hospitality and Tourism Internship II

Electives (18 Credits) – At least 18 credits in upper-division business, hospitality, or tourism courses which may include one of the concentrations below:

Hospitality Management Concentration

HOSP350 Hotel Property and Facilities Management
HOSP360 Hotel Front Office Management
HOSP370 Housekeeping Management
HOSP460 Supervision & Leadership in Hospitality
HOTO470 Hospitality and Tourism Law

International Business Concentration

BUS310 Export/Import Marketing
MGMT303 International Business Management
MGMT311 Supply Chain Management
MGMT440 International Organizational Development Strategies
MRKT424 International Marketing
MRKT450 New Product Development (US and Global)

Marketing Concentration

MRKT350 Salesmanship
MRKT424 International Marketing
MKRT425 Consumer Behavior
MRKT427 Marketing Management
MRKT450 New Product Development (US and Global)
MRKT490 Marketing and Social Media

Restaurant and Foodservice Management Concentration

REST350 Restaurant Management
REST360 Food and Beverage Management
REST370 Food Safety and Sanitation Management
REST450 Purchasing for Food Service

REST460 Catering Operations
HOTO470 Hospitality and Tourism Law

Tourism Management Concentration
TOUR350 Travel Agency Management
TOUR360 Medical Tourism
TOUR370 Transportation and Tourism Management
TOUR450 Global Travel and Tourism
TOUR460 Sustainable Tourism
HOTO470 Hospitality and Tourism Law

Total: 120 credits

Bachelor of Science in Information Technology

Program Mission
The mission of the Bachelor of Science degree in Information Technology is to prepare students for entry-level positions in information technology in public and private companies, government agencies and non-profit organizations. It provides theoretical understanding and technical expertise in developing and managing an organization's technical resources. These resources include logical, physical, human, and financial resources. Subject areas covered include cyber security, computer forensics, networks and operating systems, project management, and management of information technology.

Program Learning Goals
Graduates of the Bachelor of Science in Information Technology are able to:

- Design a computer-based network, system, process, component, or program to meet defined needs.
- Develop information systems solutions to meet the needs of employers and communities in a global society.
- Apply data modeling in the development, deployment, and evaluation of information technology processes.
- Develop an N-tier application environment using industry best practices.

COMPTIA A+ certification
The course COMP 251 under major requirements prepares students for the examination leading to COMPTIA A+ certification as an IT support technician.

Microsoft Certified Solutions Associate (MCSA)
The four courses listed below from the Network Systems Administration concentration prepare students for the examination leading to MCSA certification:

COMP310 Windows Operating Systems
MICS466 Windows Server – Directory Services
MICS468 Windows Server – Infrastructure, Design, and Configuration
MICS476 Windows Server – Administration

Concentrations

Students majoring in Information Technology may select six upper-division courses in one of the following four concentrations to add focus to their studies:

- Cyber Security
- Digital Forensics
- Government Contract Management
- Healthcare Management
- International Business
- Management
- Network Systems Administration
- Geospatial Intelligence

Prerequisites for Upper Division Courses

- Successful completion of general education course requirements
- Successful completion of lower division core courses

Program Outline

To receive a Bachelor of Science degree in Information Technology, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

LOWER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Core Courses 30 credits

Management Courses (15 credits)

ACCT101	Principles of Financial Accounting I
BUS110	Foundations of Business
BUS202	Critical Thinking and Decision Making
BUS230	Business Ethics and the Legal Environment
MGMT210	Introduction to Project Management

Computing Courses (18 credits)

CBSC235	Foundations of Cyber Security
COMP140	Introduction to Data Communication and Networking
COMP226	Introduction to Database
COMP235	Introduction to Programming and Logic
COMP236	Survey of Operating Systems
COMP251	Computer Systems Technology

Electives: 9 credits

UPPER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (12 credits)

ENGL395 Research and Report Writing
MATH323 Research and Statistical Analysis
PSYC201 Principles of Psychology
SCIE312 Environmental Science and Sustainability

Required Core Courses: 15 credits

Management Course (3 credits)

MGMT435 Strategic Management and Planning

Computing Courses (12 credits)

MCAP351 Management Support Systems
MICS341 Systems Analysis and Design
MICS455 Computer Networking and Telecommunications
MICS461 Database Management

Electives (33 Credits) – At least 18 credits must be in upper division information technology courses (CBSC, COMP, MCAP, MISC) which may include one of the concentrations below

Cyber Security Concentration

CBSC305 Introduction to Cybercrime and Homeland Security
CBSC320 Information Security
CBSC415 Network Defense and Countermeasures
CBSC435 Firewalls for Security
COMP315 Security Administration I
COMP316 Security Administration II

Digital Forensics Concentration

CBSC301 Introduction to Digital Forensics
CBSC305 Introduction to Cybercrime and Homeland Security
CBSC310 Computer Security
CBSC325 Computer Forensic Tools
CBSC405 Security Policies and Procedures
CBSC415 Network Defense and Countermeasures

Government Contract Management

MGMT308 Government Contract Law
MGMT326 Principles of Federal Acquisition (FAR and DFARS)
MGMT330 Purchasing and Material Management
MGMT332 Cost and Price Analysis
MGMT350 Contract Administration
MGMT450 Contract Modification and Options

Healthcare Management Concentration

HLTH303	Information Systems for Health Systems
HLTH400	Societal Health and Policy Issues
HLTH403	Global Health Administration
HLTH405	Healthcare Financial Management
MGMT411	Total Quality Management
MRKT427	Marketing Management

International Business Concentration

BUS310	Export/Import Marketing
MGMT303	International Business Management
MGMT311	Supply Chain Management
MGMT440	International Organizational Development Strategies
MRKT424	International Marketing
MRKT450	New Product Development (US and Global)

Management Concentration

MCAP303	Organization and Technology of Information Management
MGMT360	Leadership
MGMT365	Managing Conflict and Change
MGMT417	Human Resource Management
MGMT424	Negotiations Management
MGMT427	Operations Management

Network Systems Administration Concentration

CBSC415	Network Defense and Countermeasures
COMP310	Windows Operating Systems
MICS360	Wireless Networking
MICS466	Windows Server – Directory Services
MICS468	Windows Server – Infrastructure, Design and Configuration
MICS476	Windows Server - Administration

Geospatial Intelligence Concentration

GIS201	Principles of Geography and Digital Cartography
DACS210	Introduction to Data and Data Management
GIS300	Principles of Geospatial Intelligence and GIS Technology
GIS302	Fundamentals of Remote Sensing
GIS350	Geospatial Technology in Analytics
GIS450	Advanced Geospatial Business Intelligence

Total: 120 credits

Bachelor of Science in International Business

Program Mission

The mission of the Bachelor of Science degree in International Business is to prepare students with fundamental managerial skills to succeed in a global business environment and to pursue careers in managerial positions in public or private companies and in non-profit organizations.

Program Learning Goals

Graduates of the Bachelor of Science in International Business are able to:

- Analyze management issues from an international business perspective.
- Apply an analysis of global operations on a multinational corporation that considers regulatory, ethical, and legal challenges.
- Develop a business plan that considers implementation issues, including the financial, legal, operational, and administrative procedures involved in new business ventures, and which addresses cross-cultural differences.
- Analyze the interdependence of a global marketplace in ways that optimize business practices.

Global Business Professional

The lower division required international business courses prepare students for the examination leading to certification as a Certified Global Business Professional offered by NASBITE.

Concentrations

Students majoring in International Business may select six upper-division elective courses in management or choose one of the following concentrations to add focus to their studies:

- Accounting
- Finance
- Government Contract Management
- Healthcare Management
- Information Management
- Marketing
- Geospatial Business Intelligence

Prerequisites for Upper Division Courses

- Successful completion of general education course requirements
- Successful completion of lower-division core courses

Program Outline

To receive a Bachelor of Science degree in International Business, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

LOWER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics

MATH110 College Algebra

Required Management Courses (21 credits)

ACCT101 Principles of Financial Accounting I
ACCT110 Principles of Financial Accounting II
BUS110 Foundations of Business
BUS202 Critical Thinking and Decision Making
BUS230 Business Ethics and the Legal Environment
ECON201 Principles of Economics
FIN230 Fundamentals of Finance

Required International Business Courses (18 credits)

BUS270 International Business Law
BUS290 Strategies for International Business Ventures
MGMT235 Introduction to International Business
MGMT260 Cross Cultural Management
MGMT275 International Trade and Practices
MRKT230 Introduction to International Marketing

Electives: 3 credits

UPPER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (12 credits)

ENGL395 Research and Report Writing
MATH323 Research and Statistical Analysis
PSYC201 Principles of Psychology
SCIE312 Environmental Science and Sustainability

Required Core Courses (30 credits)

BUS310 Export/Import Marketing
FIN350 International Banking and Finance
MGMT303 International Business Management
MGMT305 Organizational Communications
MGMT311 Supply Chain Management
MGMT360 Leadership
MGMT422 Global Management
MGMT435 Strategic Management and Planning
MGMT440 International Organizational Development Strategies
MRKT424 International Marketing

Electives (18 credits) – Any 18 credits of upper-division courses or one of the concentrations below:

Accounting Concentration

ACCT290 Intermediate Accounting I
ACCT301 Intermediate Accounting II
ACCT307 Cost Accounting

ACCT320 Intermediate Accounting III
ACCT330 Assurance and Audit Services
ACCT402 Corporate Taxation

Finance Concentration
FIN310 Investment Analysis and Portfolio Management
FIN320 Asset Management
FIN330 Corporate Finance
FIN340 Financial Reporting and Analysis
FIN350 International Banking and Finance
FIN400 Derivatives and Risk Management

Government Contact Management Concentration
MGMT308 Government Contract Law
MGMT326 Principles of Federal Acquisition (FAR and DFARS)
MGMT330 Purchasing and Material Management
MGMT332 Cost and Price Analysis
MGMT350 Contract Administration
MGMT450 Contract Modification and Options

Healthcare Management Concentration
HLTH303 Information Systems for Health Systems
HLTH400 Societal Health and Policy Issues
HLTH403 Global Health Administration
HLTH405 Healthcare Financial Management
MGMT411 Total Quality Management
MRKT427 Marketing Management

Information Management Concentration
CBSC320 Information Security
MCAP303 Organizational Technology and Information Management
MCAP351 Management Support Systems
MICS341 Systems Analysis and Design
MICS455 Computer Networking and Telecommunications
MICS461 Database Management

Marketing Concentration
MRKT350 Salesmanship
MRKT424 International Marketing
MRKT425 Consumer Behavior
MRKT427 Marketing Management
MRKT450 New Product Development (US and Global)
MRKT490 Marketing and Social Media

Geospatial Business Intelligence Concentration
GIS201 Principles of Geography and Digital Cartography
DACS210 Introduction to Data and Data Management

GIS300	Principles of Geospatial Intelligence and GIS Technology
GIS302	Fundamentals of Remote Sensing
GIS350	Geospatial Technology in Analytics
GIS450	Advanced Geospatial Business Intelligence

Total: 120 credits

ASSOCIATE OF SCIENCE DEGREES

Associate of Science in Business

Program Mission

The mission of the Associate of Science degree in Business is to provide students with knowledge of business principles, concepts, and organizational operations. It provides students with the foundations of business techniques and processes used in most types of organizations.

Program Learning Goals

Graduates of the Associate of Science in Business are able to:

- Critique the financial health of businesses through financial statements and applicable quantitative and qualitative tools/methodologies.
- Explain management principles in ways that optimize organizational resources and respond to the impact of change on business sustainability.
- Organize a business plan that considers implementation issues, including the financial, legal, operational, and administrative procedures involved in new business ventures.
- Prioritize assessments of business problems and opportunities that result in recommendations for courses of action.

Program Outline

To receive an Associate of Science degree in Business, students must earn 60 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Core Courses (30 credits)

ACCT101	Principles of Financial Accounting I
ACCT110	Principles of Financial Accounting II
BUS110	Foundations of Business
BUS202	Critical Thinking and Decision Making
BUS230	Business Ethics and the Legal Environment
ECON201	Principles of Economics
FIN230	Fundamentals of Finance
MGMT230	Organizational Behavior
MGMT235	Introduction to International Business
MRKT110	Principles of Marketing

Electives: 12 credits

Total: 60 credits

Associate of Science in Early Childhood Development

Program Mission

Associate of Science in Early Childhood Development (ASECD) provides interested professionals the opportunity to examine specific theories and methodologies of education by studying current trends and practices in public and private schools.

Program Learning Goals

The objective of the AS in Early Childhood Development is to provide the opportunity for graduates to establish a firm understanding of early childhood educational development and behavior while evaluating associated methods and interventions such as differentiated learning and direct instruction.

Program Outline

The Associate of Science in Early Childhood Development program consists of 20 courses for 60 academic credits. All courses are three credits.

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Courses (42 credits)

ECD101	Introduction to Early Childhood Development
ECD102	Growth and Development I
ECD202	Growth and Development II
ECD105	Guidance and Classroom Management
ECD110	Family and Community Relations
ECD125	Health, Safety and Nutrition
ECD130	Creative Experiences
ECD135	Language Arts Concepts
ECD137	Science and Math Concepts
ECD200	Movement and Music for Children
ECD210	Principles of Ethics and Leadership in Early Childhood Education
ECD220	Methods and Materials
ECD240	Supervised Field Experience for Infants and Toddlers
ECD355	Understanding Behavior and Family Dynamics

Total: 60 credits

Associate of Science in Information Technology

Program Mission

The mission of an Associate of Science degree in Information Technology is to prepare students for entry-level positions as assistants to information technology personnel. Students gain knowledge of information storage, retrieval, manipulation, transmission, communication, presentation and analysis.

Program Learning Goals

Graduates of the Associate of Science in Information Technology are able to:

- Evaluate a computer-based network, system, process, component, or program to meet defined needs.
- Organize information systems solutions to meet the needs of employers and communities in a global society.
- Critique a data model in the development, deployment, and evaluation of information technology processes.
- Describe an N-tier application environment using industry best practices.

Program Outline

To receive an Associate of Science degree in Information Technology, students must earn 60 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Core Courses: 30 credits

Management Courses (15 credits)

ACCT101	Principles of Financial Accounting I
BUS110	Foundations of Business
BUS202	Critical Thinking and Decision Making
BUS230	Business Ethics and the Legal Environment
MGMT210	Introduction to Project Management

Computing Courses (18 credits)

CBSC235	Foundations of Cyber Security
COMP140	Introduction to Data Communication and Networking
COMP226	Introduction to Database
COMP235	Introduction to Programming and Logic
COMP236	Survey of Operating Systems
COMP251	Computer Systems Technology

Electives: 9 credits

Total: 60 credits

Associate of Science in Network Security Management

Program Mission

The mission of the Associate of Science degree in Network Security Management is to prepare students to manage information technology systems with an emphasis on loss prevention concepts, computer forensics, and encryption and computer investigation.

Program Learning Goals

Graduates of the Associate of Science in Network Security Management are able to:

- Examine network security measures through the use of industry security models.
- Describe the use of computer forensics techniques to determine types of network attacks.
- Evaluate a network topology to meet defined needs.
- Plan an information security policy to prevent data loss.

Program Outline

To receive an Associate of Science degree in Network Security Management, students must earn 60 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

General Education Requirements (18 credits)

COMP110	Computer and Office Applications
ENGL101	English Composition I
ENGL102	English Composition II
GNED112	Student Success Strategies
MATH106	College Mathematics
MATH110	College Algebra

Required Core Courses: 30 credits

Management Courses (15 credits)

ACCT101	Principles of Financial Accounting
BUS110	Foundations of Business
BUS202	Critical Thinking and Decision making
BUS230	Business Ethics and the Legal Environment
MGMT210	Introduction to Project Management

Computing and Security Courses (15 credits)

CBSC230	Computer Forensics
CBSC265	Network Security Management
COMP140	Introduction to Data Communication and Networking
COMP236	Survey of Operating Systems
COMP251	Computer Systems Technology

Electives: 12 credits

Total: 60 credits

ADVANCED ACADEMIC CERTIFICATES

The following certification programs provide professional skills for career transition in a wide variety of public and private business sectors. These programs are intended for those who have an interest in gaining additional knowledge for career transition. Advanced certificate programs provide a theoretical foundation for working professionals who have completed a minimum of an associate degree.

Advanced Certificate in Government Contract Management

Required Courses:

MGMT308 Government Contract Law	3 credits
MGMT326 Principles of Federal Acquisition (FAR & DFARS)	3 credits
MGMT330 Purchasing and Materials Management	3 credits
MGMT332 Cost and Price Analysis	3 credits
MGMT350 Contract Administration	3 credits
MGMT450 Contract Modification and Options	3 credits

Advanced Certificate in Information Systems Management

Required Courses:

CBSC320 Information Security	3 credits
MCAP303 Organization and Technology of Information Management	3 credits
MCAP351 Management Support Systems	3 credits
MICS341 Systems Analysis and Design	3 credits
MICS455 Computer Networking and Telecommunications	3 credits
MICS461 Database Management Systems	3 credits

GENERAL ACADEMIC CERTIFICATES

These short certificate programs provide vocational skills for career pathways into entry-level positions or for advancement in a wide variety of public and private businesses. General certificate programs develop marketable skills for positions such as office reception and administration, computer applications support, accounts receivable and payable, and computer security.

Certificate in Early Childhood Development

Required courses:

ECD101 Introduction to Early Childhood Development	3 credits
ECD102 Growth and Development I	3 credits
ECD202 Growth and Development II	3 credits
ECD105 Guidance and Classroom Management	3 credits
ECD200 Movement and Music for Children	3 credits
ECD210 Principles of Ethics and Leadership in Early Childhood Education	3 credits

Certificate in General Business

Required courses:

ACCT101 Principles of Financial Accounting I	3 credits
BUS110 Foundations of Business	3 credits
BUS230 Business Ethics and the Legal Environment	3 credits
MGMT230 Organizational Behavior	3 credits
MGMT250 Introduction to Business Analysis	3 credits
MRKT110 Principles of Marketing	3 credits

Certificate in Network Security Management

Required courses:

CBSC225 Security and Data Loss Prevention	3 credits
CBSC230 Computer Forensics	3 credits
CBSC265 Network Security Management	3 credits
COMP140 Introduction to Data Communication and Networking	3 credits
COMP236 Survey of Operating Systems	3 credits
COMP251 Computer Systems Technology	3 credits

Certificate in Office Application Support

Required courses:

COMP150 Information Systems Essentials	3 credits
COMP200 Introduction to Spreadsheets	3 credits
COMP210 Business Presentation Graphics	3 credits
COMP226 Introduction to Database	3 credits
COMP235 Introduction to Programming and Logic	3 credits
COMP236 Survey of Operating Systems	3 credits

Certificate in Project Management

Required courses:

BUS202 Critical Thinking and Decision Making	3 credits
MGMT210 Introduction to Project Management	3 credits
MGMT211 Project Management Knowledge Areas I	3 credits
MGMT212 Project Management Knowledge Areas II	3 credits
MGMT250 Introduction to Business Analysis	3 credits
MGMT280 Introduction to Business Consulting	3 credits

ENGLISH AS A SECOND LANGUAGE (ESL) - NON-CREDIT PROGRAM

The University's ESL Program utilizes a goal-oriented, learner-based approach to determine and lessen a student's weaknesses, while at the same time contributing to the student's sense of well-being and accomplishment as they advance through the various levels and gain the confidence and English ability they seek. Students will be placed in a level-appropriate class following an online placement test, a brief interview or other considerations as the Director of ESL may determine from time to time.

Program Learning Goals:

Students who complete the ESL Program will be able to:

- Successfully compete at the collegiate level with peers and native speakers.
- Speak with minimal accent and preparation to a topic which they have researched or about which they are familiar.
- Respond in oral and/or written fashion to an integrated activity designed to compare a reading passage and a lecture;
- Write an academically competitive research and/or opinion paper, exercising proper citation technique and using a variety of primary and/or secondary sources;
- Comprehend and articulate the topic, main ideas, and supporting details contained in a reading passage or spoken lecture.

Required Courses

Code	Course Name
ESL010	Beginning Listening and Speaking
ESL011	Beginning Reading
ESL012	Beginning Writing and Grammar
ESL020	Intermediate Listening and Speaking
ESL021	Intermediate Reading
ESL022	Intermediate Writing and Grammar
ESL030	High Intermediate Listening and Speaking
ESL031	High Intermediate Reading
ESL032	High Intermediate Writing and Grammar
ESL040	Advanced Listening and Speaking
ESL041	Advanced Reading
ESL042	Advanced Writing and Grammar
ESL050	Academic Preparation Listening and Speaking
ESL051	Academic Preparation Reading
ESL052	Academic Preparation Writing and Grammar
ESL060	Gateway to Standardized Testing
ESL061	IELTS Testing Practice
ESL062	TOEFL iBT Testing Practice

ESL Student Transition to Academic Degree Programs

University of the Potomac facilitates the smooth transition of English as a Second Language (ESL) students into academic degree programs through a thorough evaluation of their language proficiency, academic preparedness, and potential for success in their chosen field of study. The following procedures outline the conditions governing the admission of ESL students into academic programs at the university.

Transition Options:
1. Completion of UOTP ESL Program: ESL students who successfully complete the University of the Potomac ESL program are eligible to enter an academic degree program without the need for additional English language proficiency testing. Detailed admissions requirements can be found on the UOTP Admissions Requirements page: https://potomac.edu/admissions/requirements/

2. Academic Advisory Support: It is strongly recommended that ESL students collaborate with their academic advisors to schedule initial courses. This ensures a foundational understanding of key concepts, course principles, writing and reading expectations before progressing to more advanced coursework.

3. Oral Examination for ESL Students: ESL students who have not completed Level 5 and aspire to pursue academic degree studies must achieve a passing English language proficiency score to qualify for admission. ESL students that have completed Level 5, and do not have a qualifying English Language Proficiency exam on file, shall be required to sit for and pass an oral examination administered by ESL leadership or their designee to be admitted into a UOTP academic degree program.

4. Qualifying English Language Proficiency Score: The student's English language proficiency score must have been obtained within 24 months of the request to transition into a UOTP academic degree program.

5. Academic Registration Prerequisites: ESL students must fulfill all other necessary requirements and prerequisites to transition from ESL to Academic programs.

UOTP is committed to supporting ESL students in their academic journey by providing clear guidelines for transitioning into degree programs. These procedures ensure that students are well-prepared for the academic challenges ahead, contributing to their overall success at the university.

COURSE DESCRIPTIONS

NOTE: *All courses are offered in hybrid mode or online unless otherwise noted. All new students are required to complete the online orientation before being granted access to their courses.*

The alpha portion of a course code represents the academic discipline/department as indicated below. Courses beginning with a “1” or “2” indicate freshman and sophomore-level courses. Courses beginning with a “3” or “4” indicate junior and senior-level courses. Courses beginning with “0” indicate transitional courses that do not earn college credit. Graduate-level courses begin with “5” or “6”.

ACC/ACCT	Accounting	**HOSP**	Hospitality
AIT	Artificial Intelligence		
AWS	Amazon Web Services	**HOTO**	Hospitality and Tourism
BLC	Blockchain	**MATH**	Mathematics
BUS	Business	**MED**	Medical Assistant
CBSC	Cyber Security	**MCAP**	Computer Applications
COMP	Computer Science	**MGMT**	Management
DACS	Data Analytics	**MICS**	Computer Systems
DBA	Business, Doctorate	**MITM**	Information Technology Management
DBEC	Doctorate Research	**MLS**	Legal Studies
ECD	Early Childhood Dev.	**MPM**	Project Management
ECON	Economics	**MPP**	Public Policy
EDU	Education, Masters	**MRKT**	Marketing
EDUC	Education, Doctorate	**PPM**	Project Portfolio Management
ENGL	English	**PSYC**	Psychology
ESL	English as a Second Language	**REST**	Restaurant Management
FIN	Finance	**SCIE**	Science
GIS	Geospatial Intelligence	**STAT**	Statistics
GNED	General Education	**TOUR**	Tourism
HLTH	Health Systems	**WEB**	Web Development

English as a Second Language (ESL) courses

ESL010 Beginning Listening and Speaking
The goal of this course is to enable students to engage in simple conversations for everyday situations at home, school, and community. By the end of the course, students are able to exchange basic information about food, sports, places, music, movies, schedules, health, hobbies, and shopping. Students learn basic vocabulary words and learn to communicate in the simple present, present continuous, and simple past tenses. Students learn through listening, speaking, reading, and writing activities. In class students often work in pairs and small groups.

ESL011 Beginning Reading
This course focuses on developing reading strategies such as identifying cause and effect, finding details, putting events in order, making inferences, and understanding the topic. By the end of the course, students become more confident reading and responding to short passages of 250–350 words. Students also learn basic vocabulary and become familiar with the simple present, present continuous, and simple past tenses. Students often work in pairs and small groups. In addition to reading, students participate in short listening, speaking, and writing activities.

ESL012 Beginning Writing and Grammar

The goal of ESL 012 is to provide students with basic instruction in both the writing process and the production of grammatically correct written sentences. Students learn to write simple sentences about themselves and their families as well as other contexts including education, recreation, and the workplace. Students who successfully complete the course are able to write brief descriptions and narratives about familiar contexts and fill out simple forms. Students work individually moving from more restricted to less restricted writing forms. Pair work and group work are employed to introduce students to the concept of peer editing.

ESL020 Intermediate Listening and Speaking

The purpose of this course is to enable students to improve their conversational skills in everyday situations. Students learn conversation strategies and acquire vocabulary and grammar proficiency through listening, and speaking, as well as supplemental reading, and writing activities. Students often work in pairs and small group settings. By the end of the course, students are able to carry on casual conversations on topics such as classroom habits, vacation activities, information sources, spending habits, personal characteristics, travel preferences, and work.

ESL021 Intermediate Reading

The goal of this course is to provide students with intermediate ESL reading instruction. Students focus on meaning by learning to use skills such as previewing and predicting to make connections to passages before beginning to read. Students learn to: identify facts, pick out main ideas, use context clues to guess the meaning of new vocabulary, take notes, and summarize information from reading passages. Students who successfully complete the course are able to understand intermediate texts from a range of contexts drawn from everyday experience to academic subjects.

ELPG022 Intermediate Writing and Grammar

The purpose of ESL 022 is to provide students with intermediate instruction in both the writing process and the production of structurally sound paragraphs. Students learn to write simple, compound, and complex sentences in order to create coherent and cohesive paragraphs. A variety of forms are taught at this level and students who successfully complete the course are able to write paragraphs for giving directions, create letters and journal entries, and take basic notes. Pair work and group work are employed to continue students' development in the process of peer editing.

ESL030 High Intermediate Listening and Speaking

This course is designed to give advanced ESL students an opportunity to strengthen their conversational skills in casual as well as formal settings. Students master conversation strategies through multiple listening and speaking activities. Students also acquire new vocabulary and learn advanced grammar and complex sentence structure via theme-related reading and writing exercises. By the end of the course, students are able to carry on extended conversations on a variety of topics such as sports, food preparation, fashion, entertainment, relationships, personal background, social behavior, technology, and international landmarks.

ESL031 High Intermediate Reading

The goal of this course is to provide students with advanced ESL reading instruction. Students focus on interpreting meaning by learning to use techniques such as skimming and previewing conclusions to get the gist, as well as to scan for specific information. Vocabulary work is expanded at this level as Latin and Greek word parts are introduced. Students who successfully complete the

course are able to understand and extract meaning from advanced texts in educational and academic contexts.

ESL032 High Intermediate Writing and Grammar
The goal of ESL 032 is to provide students with advanced instruction in the writing process and begin the bridge from writing sound paragraphs to connecting them in order to write coherent essays. Students learn to use increasingly complex transitional structures, to create thesis statements and conclusions as well as to edit their work for completeness, logic, and balance. Students who successfully complete the course are able to use pre-writing strategies such as brainstorming and mind mapping, to draft and revise their compositions, and to use more advanced structures such as passive voice, quotations, and reported speech to make their writing more interesting. Compositions are developed through the process of peer critiquing and editing.

ESL040 Advanced Listening and Speaking
The goal of this course is to help students achieve advanced-level fluency and listening comprehension in order to communicate confidently with native and non-native speakers within diverse settings. Students expand their vocabularies, refine communication strategies, and improve their pronunciation while listening to and practicing conversations on a wide variety of relevant, high-interest topics. In addition, students learn to identify important information and organize effective notes through practice in listening to broadcasts, viewing videos, and conducting research. Students work independently and in groups using their notes to create effective oral presentations.

ESL041 Advanced Reading
The goal of this course is to provide ESL reading instruction that will bridge students to a level that will allow them to understand educational and training texts in academic and career contexts. Students focus on making inferences, differentiating fact from opinion, understanding main and supporting ideas, and identifying rhetorical purpose. Vocabulary is further expanded through lexical study of collocation and expression. Students who successfully complete the course are able to understand postsecondary-level texts in general subject contexts.

ESL042 Advanced Writing and Grammar
The goal of ESL 042 is to provide students with instruction in the writing process and in the production of written compositions in academic and professional contexts that will prepare them for post-secondary education in English. Students learn to narrate events, to explain cause and effect relations, to present an idea and support a position, and to use chronological order to explain natural phenomena and to give instructions. Students who successfully complete the course are able to conceive, organize, write, and edit essays of 250 - 500 words that are the basis for academic and professional writing. Students are introduced to three forms of essay writing. Peer critiquing and editing are used throughout the process from conception, through organization and finally to drafting and revising the essays.

ESL050 Academic Preparation Listening and Speaking
This course is designed to help students master listening comprehension and oral response skills as well as provide students with authentic practice that prepares them for the TOEFL, IELTS™, and other similar tests. Students focus on developing the listening and speaking skills needed to understand the spoken American idiom in academic and professional settings. These skills include listening for specific information, pragmatic understanding of main ideas, understanding the implied stance of speakers, understanding the organization of information, and identifying relationships among speakers and

content. Emphasis is placed on effective note-taking skills and on giving appropriate spoken responses. Students who successfully complete this course can expect to effectively understand spoken English in a variety of settings and to raise their scores on the listening and speaking sections of the TOEFL, IELTS™, and other similar exams.

ESL051 Academic Preparation Reading
This course is designed to refine professional and academic reading skills. Learners develop commonly measured reading skills such as using context to understand vocabulary, locating main ideas and supporting facts, inferring meaning, and understanding rhetorical purpose. The course focuses on developing students' abilities to quickly locate essential information and to extract meaning from written sources in order to facilitate systematic learning. Students who successfully complete this course can expect to become better readers as well as see measurable improvements in their scores on the reading sections of the TOEFL, IELTS™, and other similar tests.

ESL052 Academic Preparation Writing and Grammar
This course is designed to refine written communication for professional and academic settings. Students focus on learning the skills necessary to quickly plan and write logical and cohesive comparative, process, and argumentative written responses. Students work in small groups and use peer editing techniques in order to effectively analyze their own writing and correct common errors. Students who successfully complete this course can expect to become competent in practical written English forms and to gain measurable increases in their scores in the written sections of the TOEFL, IELTS™, and other similar tests.

ESL060 Gateway to Standardized Testing
This course provides an overview of standardized testing in academic settings and introduces students to the IELTS™ and TOEFL exams. Students become familiar with the structure and format of the exams, analyze the types of questions asked, learn effective test-taking strategies, and participate in practice exercises in all sections of the exams: reading, listening, speaking and writing. Students who successfully complete this course are ready to enroll in TOEFL and IELTS™ Testing Practice courses that feature rigorous practice for standardized testing and academic study.

ESL061 IELTS™ Testing Practice
This course is designed to provide timed practice in four language areas commonly measured by the IELTS™ paper-based standardized English language test. The course features a rigorous schedule of practice and gives students the opportunity to increase their speed and accuracy in identifying correct responses to all types of test items in all sections of the IELTS™ test. Additional focus is placed upon the types of questions from each section that have been shown to be most problematic for a majority of students. Students are given opportunities to take simulated tests using authentic test materials in order to recreate the experience of taking complete tests. It is suggested that students take the IELTS™ test as soon as possible following the completion of this course.

ESL062 TOEFL Testing Practice
This course is designed to provide timed practice in four language areas measured by the TOEFL test. The course features a rigorous schedule of practice and gives students the opportunity to increase their speed and accuracy in identifying correct responses to all types of test items in all sections of the test. Additional focus is placed upon the types of questions from each section that have been shown to be most problematic for a majority of students. Students take two complete simulated computer-based tests analogous to the TOEFL test in order to

recreate the experience of taking complete tests. It is suggested that students take the TOEFL test as soon as possible following the completion of this course.

Undergraduate Courses

ACCT101 – Principles of Financial Accounting I
3 Credits
This course introduces accounting principles and its application to various services and merchandising businesses. It covers double-entry accounting using the accrual basis, the accounting cycle, income determination, and financial reporting with balance sheets and income statements.

ACCT110 – Principles of Financial Accounting II
3 Credits
This course continues the study of accounting principles with an emphasis on its application to corporations. It includes an examination of the major components of a balance sheet, the cash flows statement, and a study of financial statement analysis. Prerequisite: ACCT101

ACCT203 – Federal Taxes
3 Credits
This course introduces the concepts of federal tax laws and treasury regulations and its application to the income of individuals. Practice is given in the preparation of federal tax returns, supplemental forms, and schedules required to be filed by individuals. Concepts covered include income realization, property and depreciation, tax deductions and credits, and capital gains and losses. Prerequisite: ACCT110

ACCT214 – Accounting Information Systems
3 Credits
This course introduces the topic of systems analysis and the application of information systems concepts to the accounting process and accounting models. The course emphasizes accounting data flows, the tools of designing accounting information systems, the use of computer technology in processing accounting transactions, and knowledge of internal control structures in effective accounting information systems. Prerequisite: ACCT110

ACCT220 – Payroll Accounting
3 Credits
This course presents concepts and principles of payroll accounting and payroll law. Payroll accounting topics include computing payroll and related taxes such as federal and state income taxes, social security, self-employment, as well as record keeping and completing government forms such as Form 941. Payroll law topics include the Fair Labor Standards Act, FUTA, SUTA, FICA, and SECA. Prerequisite: ACCT110

ACCT290 – Intermediate Accounting I
3 Credits
This course presents financial accounting theory within the framework of generally accepted accounting principles (GAAP). It concentrates on the conceptual framework underlying financial accounting and the preparation of basic financial statements and disclosures: balance sheet, income statement, comprehensive Income, and the statement of cash flows. It includes income measurement and profitability analysis as well as the time value of money concepts. The course incorporates the pronouncements of the Financial Accounting Standards Board (FASB), the International Accounting Standards Board (IASB) and the American

Institute of Certified Public Accountants (AICPA). Prerequisite: ACCT110

ACCT301 – Intermediate Accounting II
3 Credits
This course is a continuation of ACCT290. Topics include the financial accounting and reporting of cash, receivables, inventory, property, plant and equipment, intangible assets, investments, current liabilities and contingencies. The course incorporates the pronouncements of the Financial Accounting Standards
Board (FASB), the International Accounting Standards Board (IASB) and the American Institute of Certified Public Accountants (AICPA). Prerequisite: ACCT290

ACCT307 – Cost Accounting
3 Credits
This course presents accounting procedures relating to the job costing system, cost-volume-profit analysis, activity-based costing, the master budget, flexible budgets, responsibility accounting, variance analysis, inventory costing, and capacity analysis. Traditional job and process-costing procedures are studied, along with the analysis of cost behavior, standard costing, budgeting, and costs that are relevant for making decisions. Prerequisite: FIN230

ACCT330 – Assurance and Audit Services
3 Credits
This course examines assurance and auditing services conducted in accordance with the American Institute of Certified Public Accountants (AICPA) pronouncements and U.S. generally accepted auditing standards (GAAS). It covers the theory of auditing, including the educational and ethical qualifications for auditors, the role of the auditor in the U.S. economy, and the legal liability of auditors. Emphasis is on the planning and design of an audit program, gathering and summarizing evidence, evaluating internal controls and reporting under GAAS. Prerequisite: ACCT320

ACCT320 – Intermediate Accounting III
3 Credits
This course is a continuation of ACCT 301. Topics include the financial accounting and reporting for bonds and long-term notes payable, revenue recognition, income taxes, leases, pensions and other postretirement benefits, and shareholders' equity. It also includes the accounting for share-based compensation and earnings per share and addresses the reporting requirements for accounting changes and errors. The course incorporates the pronouncements of the Financial Accounting Standards Board
(FASB), the International Accounting Standards Board (IASB) and the American Institute of Certified
Public Accountants (AICPA). Prerequisite: ACCT301

ACCT402 – Corporate Taxation
3 Credits
This course introduces the study of federal tax laws pertaining to partnerships, corporations, and S corporations. Topics include the preparation of tax returns associated with corporate reorganizations, personal-holding companies, net operating losses, and tax concepts related to gifts, trusts and estates. It also examines the administrative powers of the IRS. Prereq: ACCT203

ACCT408 – Forensic Accounting
3 Credits
This course provides a framework for an understanding of forensic accounting and fraud investigations. Topics include the accounting and legal concepts along with the procedures that are necessary to accomplish fraud detection, fraud investigation, and fraud prevention duties. Students learn how to analyze allegations of fraud and how to utilize accounting and investigative skills during a fraud investigation. Expert witness testimony is discussed, together with a

review of the methods for communicating findings. Prerequisite: ACCT330

ACCT450 – Advanced Financial Reporting
3 Credits
This course presents advanced accounting theory applied to specialized topics. The emphasis is on business combinations, consolidated financial statements, partnerships, and foreign currency transactions and translations. Prerequisite: ACCT320

ACCT480 – Capstone Project in Accounting
3 Credits Available as hybrid only
The Capstone Project in Accounting requires students to define research, design, implement, and evaluate a project of their own choosing relevant to the needs of a work situation. The project, which may identify and analyze an accounting need or issue, offer a proposal for solving an accounting problem, or develop an accounting plan for a business, requires the integration of five course areas in a student's program of Accounting. Orientation for the Capstone begins after a student has completed the appropriate hours required by the discipline. A faculty advisor works closely with students in developing their plan for a Capstone Project. Research and analysis are required. Students deliver both oral and written presentation of the project.

BUS110 – Foundations of Business
3 Credits
This course introduces the basic concepts of business by exploring a broad spectrum of business activities. It focuses on multiple environments that effective business managers must understand and for which they must develop business communication skills. Topics include business in a global environment, starting and growing a business, marketing, ethics, managing technology and managing financial resources.

BUS120 – Business Law
3 Credits
This course provides students with detailed knowledge of the laws relating to contracts, commerce, property, business crimes, torts, and employment. It develops an awareness of business situations requiring legal counsel and a familiarization with the overall structure of the American legal system.

BUS202 – Critical Thinking and Decision Making
3 Credits
This course focuses on analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Students learn how managers deal clearly, rationally, and creatively within a diverse and dynamic workplace. This course equips students with skills in critical thinking and decision making that allow them to identify and solve organizational problems, as well as provide strategic direction.

BUS225 – Introduction to Entrepreneurship
3 Credits
This course introduces the challenges of entrepreneurship including the start-up and operations of a small business. This course is designed to help potential and current small business owners understand the basics of business. Course topics include types of small business ownership (including franchising and home-based business), financing alternatives, and issues of small business (including personnel, marketing, site location, and managerial decision-making and also cover management skills for social entrepreneurial organizations, scaling of social impact, and social performance measurement. Special emphasis is be placed

on microfinance, a classic example of social entrepreneurship.

BUS230 – Business Ethics and the Legal Environment
3 Credits
This course introduces the legal environment of business which involves an overview of fundamental legal concepts and principles that affect business in a variety of functional and regulatory contexts. Primary topics include the interplay among business, ethics, and law to ethical decision making in business. Students evaluate (through readings, discussions and presentation of case studies) the increasingly complex interrelationships among the business, legal, society and social responsibilities of both U.S. and multinational organizations and how the legal system is used to redress failures of the market economy.

BUS270 – International Business Law
3 Credits
This course introduces students to the principles of public and private international law. It addresses the legal problems of doing business in developed, developing and non-market countries, together with the economic and political issues that commonly arise.

BUS290 – Strategies for International Business Ventures
3 Credits
This course discusses topics in International Business Ventures, with special emphasis on the process to prepare to start a new international business, develop a specific business idea, and then examine the political risk, market opportunity, and how to use market research options, entry modes, resource allocation, and overall strategy for new ventures. In addition, students are also introduced students to topics that relate to major problems that confront managers who operate across international boundaries from a base in a single country or who maintain affiliates and subsidiaries in several national jurisdictions. This course applies the concepts, theories and principles of international business law to work-related situations.

BUS310 – Export/Import Marketing
3 Credits
This course provides students with the basic body of knowledge and mechanics needed to successfully undertake and explore avenues of exporting. Descriptions of the essentials as well as the parameters of exporting are given. The course applies to an entrepreneurial export situation, to businesses expanding through foreign sales, and to companies trying to improve the operations of an existing export department. An emphasis on finance acquaints students with frequent financial problems in foreign exchange.

BUS320 Advanced Business Law for Accounting
3 Credits
Principles of the law of agency, partnerships, corporations, wills, trusts, accounting law and liability bankruptcy, and real property are discussed and analyzed through the use of the Model Corporation Act, the Illinois Business Corporation Act, cases and problems. Emphasis is placed on the Uniform Commercial Code, including negotiable instruments, holder in due course, credit and secured transactions

BUS480 – Capstone Project in International Business
3 Credits Available as hybrid only
The Capstone Project in International Business requires students to define research, design, implement, and evaluate a project of their own choosing relevant to the needs of a work situation. The project, which may identify and analyze a need or issue, offer a proposal for solving an international business problem, or develop a plan for an international business, requires the

integration of five course areas in a student's program of International Business. Orientation for the Capstone begins after a student has completed the appropriate hours required by the discipline. A faculty advisor works closely with students in developing their plan for a Capstone Project. Research and analysis are required. Students deliver both oral and written presentation of the project.

CBSC225 – Security and Loss Prevention
3 credits
Beginning by introducing students to basic loss prevention concepts, this course then presents methods of implementing a complete security program. Topics covered include screening employees, recognizing and handling internal and external threats, buying physical security systems, understanding the relationship between risk management and insurance, and identifying loss prevention means in retail and industry.

CBSC230 – Computer Forensics
3 credits
This course provides an introduction to the computer forensics field of study. It is designed to familiarize students with terminology, techniques and technology of computer forensics, including computer crime fraud, terrorism, hacking and other computer-related crimes. Other topics include tracking offenders, hiding data, encryption and computer investigation. Prerequisite: COMP110

CBSC235 – Foundations of Cyber Security
This course provides a comprehensive introduction to the protection of business information and the systems that support business processes. The objective is to identify common threats and attacks employed against web-accessible applications, analyze the role of security models and architectures, explain the role of cryptography, and analyze issues related to security management and network security.

CBSC245 – Cyber Law
3 credits
This course confronts the student with the changes and adaptations of U. S. law resulting from the ascendancy of computers and the Internet. Fundamental common law and statutory assumptions about the nature of person, place, thing and action are called into question by transactions conducted by the transfer of data between computer memories, unprecedented wealth concentrated in the development and distribution of software, widespread access to large quantities of data with minimal quality control, and the blurring of geographical boundaries. Students examine how contract formation, defamation, obscenity, copyright, trademark, privacy and other legal issues have been changed by technology and the online world. Prerequisite: COMP110

CBSC265 – Network Security Management
3 credits
This course offers a comprehensive guide for anyone wishing to take the CompTIA Security+ SY0-301 Certification Exam. It provides an introduction to the fundamentals of network security, including compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; and cryptography. The course covers new topics in network security as well, including psychological approaches to social engineering attacks, Web application attacks, penetration testing, data loss prevention, cloud computing security, and application programming development security. Students will also engage in activities that link to the Information Security Community Site. Prerequisite: COMP140

CBSC301 – Introduction to Digital Forensics
3 credits
In this course, students evaluate the methods and impacts of white-collar crime and the response of the criminal justice system. The student shall assess fraud, institutional corruption, corporate crime, public corruption, medical crime, and the associated investigative processes. Prerequisite: CBSC235

CBSC305 – Introduction to Cybercrime and Homeland Security
3 credits
In this course, students evaluate the impact of digital threats to the security of the homeland and as tools of terrorism. Students analyze the evolving character of cyber-victimization and how information technology can be targeted and compromised. Prerequisite: CBSC235

CBSC310 – Computer Security
3 credits
In this course, students evaluate the methods and impacts of white-collar crime and the response of the criminal justice system. The student shall assess fraud, institutional corruption, corporate crime, public corruption, medical crime, and the associated investigative processes. Prerequisite: CBSC235

CBSC320 – Information Security
3 credits
Security management is essential to securing information systems. This course covers the major concepts in security management, such as security architecture and models, business continuity planning, investigations, ethics, application development security, and planning. Prerequisite: CBSC 235

CBSC325 – Computer Forensic Tools
3 credits
In this course, students explore computer forensics tools used to stabilize, collect, secure, and analyze data from computer hardware, operating systems, software, and networks, in the context of cybercrime and the criminal justice system. Students are introduced to a wide variety of tools that may include Encase, FTK, PTK Forensics, The Sleuth Kit, The Coroner's Toolkit, COFEE / DECAF, and selective file dumper. Prerequisite: CBSC235

CBSC405 – Security Policies and Procedures
3 credits
In order to secure any computer resource, policies are required. This course covers computer security policies and procedures, including asset classification and control, communications and operations management, access control, and system development and maintenance. Prerequisite: CBSC235

CBSC415 – Network Defense and Countermeasures
3 credits
In this course, students learn about common network defense tactics and countermeasures to network attacks. Topics include network intrusion detection systems, operating system hardening, viruses, Trojans, spyware, and computer-based espionage. Prerequisites: COMP140

CBSC425 – Evaluating Emerging Technologies
This course presents a survey of emerging and leading technologies in the cyber security field. The aim is to research, evaluate, and recommend emerging technologies and determine secure implementation strategies for best-fit business solutions. Topics include evolutionary technology development and

adoption in organizations. Prerequisite: CBSC235

CBSC435 – Firewalls for Security
3 Credits
This course focuses on the security issues related to firewalls as well as general overall network protection. In addition, the course includes the study of intrusion detection and virtual private networks (VPNs). Prerequisite: COMP140

CBSC497 – Network Security Design (Capstone Project)
This course is the final course in the BS in Cyber Security and Policy degree program and includes a capstone project integrating the program learning goals. The course covers such essential practices as developing a security policy, risk management and then implementing that policy. The goal is to integrate cyber security best practices throughout an organization. Emerging issues in cyber security are also considered. Prerequisite: COMP140

COMP110 – Computer and Office Applications
3 Credits
This course provides a fundamental combined approach to computer concepts and Microsoft Office 365. No experience with a computer is assumed, and no mathematics beyond the high school freshman level is required.

COMP140 – Introduction to Data Communication and Networking
3 Credits
This course introduces data communication and networking and prepares students for the Network Plus certification exam. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking. Prerequisite: COMP110

COMP150 – Information Systems Essentials
3 Credits
The course introduces the architecture of computer systems. Computer architecture is about the structure and operation of digital computers. Computer architecture is concerned with the operational methods of the hardware; with the services provided by operating system software; with the acquisition, processing, storage, and output of data; and with the interaction between computers.

COMP160 - Introduction to Programming I
3 Credits
Introduces the use of a high-level object-oriented programming language as a problem-solving tool – including basic data structures and algorithms, object-oriented programming techniques, and software documentation. Designed for students who have had little or no prior experience with computer programming.

COMP200 – Introduction to Spreadsheets
3 Credits
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts. The course helps to prepare students for the Microsoft Office Specialist Exam 77-420 Microsoft Excel 2013. Prerequisite: COMP110

COMP210 – Business Presentation Graphics
3 Credits

This course is for students who want to learn the comprehensive functions of Microsoft PowerPoint, a powerful presentation program which is part of the Microsoft Office Suite. It prepares students for the Microsoft Office Specialist Power Point certification, Exam 77-422, but is also useful for students who want a deeper understanding of the graphics program. Prerequisite: COMP110

COMP226 – Introduction to Database
3 Credits
This course introduces Microsoft Access 2013. Topics include creating, querying, and maintaining a database; creating database tables, relationships, reports, forms, and queries using OLE fields,
Hyperlinks, and sub-forms. The course prepares students for the Microsoft Office Specialist Access Exam, 77-424. Prerequisite: COMP110

COMP220 - Data Structures and Algorithms
3 Credits
Part one of implementation and application of the essential data structures used in computer science. Analysis of basic sorting and searching algorithms and their relationship to these data structures. Particular emphasis is given to the use of object-oriented design and data abstraction in the creation and application of data structures. Prerequisite: COMP165.

COMP225 - Data Structures and Algorithms II
3 Credits
Part two of implementation and application of the essential data structures used in computer science. Analysis of basic sorting and searching algorithms and their relationship to these data structures. Particular emphasis is given to the use of object-oriented design and data abstraction in the creation and application of data structures. Prerequisite: COMP220.

COMP235 – Introduction to Programming and Logic
3 Credits
This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, a text editor, and a language translator. Topics include language syntax, data types, program organization, and algorithm design and logic control structures. Upon completion, students are able to manage files with operating systems commands, use top-down algorithm designs, and implement algorithmic solutions in a programming language. Prerequisite COMP110

COMP236 – Survey of Operating Systems
3 Credits
This course covers operating system concepts that are necessary for maintaining and using computer systems. Students develop a fundamental understanding of the concepts and terminology of: Operating System Configurations, Installing and Upgrading Client Systems, Managing Applications, Managing Files and Folders, Managing Devices, and Operating System Maintenance (MS EXAM 98-349 Windows Operating System Fundamentals) Prerequisite: COMP110

COMP251 – Computer Systems Technology
3 Credits
This course provides students with a basic knowledge of computer systems architecture. An understanding of the system board, operating systems, disk drives, monitors, and modems is included. Students develop the skills to perform routine troubleshooting and maintenance tasks. Successful completion of this course assists students in preparing for

COMPTIA A+ Certification. Prerequisite COMP110

COMP305 - Computer Org and Architecture I
3 Credits
Part one of introduction to the internal architecture of computer systems - including micro, mini-, and mainframe computer architectures. Focuses on the relationship between a computer's hardware, its native instruction set, and the implementation of high-level languages on that machine. Uses a set of assembly language programming exercises to explore and analyze microcomputer architecture. Prerequisite: COMP165.

COMP306 - Computer Org and Architecture II
3 Credits
Part two of introduction to the internal architecture of computer systems - including micro, mini-, and mainframe computer architectures. Focuses on the relationship between a computer's hardware, its native instruction set, and the implementation of high-level languages on that machine. Uses a set of assembly language programming exercises to explore and analyze microcomputer architecture. Prerequisite: COMP305.

COMP310 – Windows Operating Systems
3 Credits
This course covers Windows operating systems in a Microsoft Server environment and is a prerequisite in preparation for MICS470, MICS472, and MICS476. Installation and upgrade of Windows operating systems is covered. Configuration and maintenance of Windows operating systems settings, security, connectivity and applications is discussed. The course also covers mobile computing in a Windows environment. This course also helps prepare a student for the Windows 8 – Configuration test and Supporting test (Exams 70-687 and 70-688).

COMP315 – Security Administration I
3 Credits
In this course, through lectures, discussions, scenarios, demonstrations, lesson review questions, textbook exercises, and classroom labs, students gain the skills and knowledge necessary to pass the enterprise security, risk management, part of the CompTIA Advanced Security Practitioner exam. The exam covers the knowledge that is necessary for an individual to be able to conceptualize, design, and engineer secure solutions across complex enterprise environments and has a technical, hands-on focus at the enterprise level. Prerequisite: COMP110

COMP316 – Security Administration II
3 Credits
In this course, through lectures, discussions, scenarios, demonstrations, lesson review questions, textbook exercises, and classroom labs, students gain the skills and knowledge necessary to pass the research and analysis, and integration of computing part of the CompTIA Advanced Security Practitioner exam. The exam covers the knowledge that is necessary for an individual to be able to conceptualize, design, and engineer secure solutions across complex enterprise environments and has a technical, hands-on focus at the enterprise level. Prerequisite: COMP315

COMP401 - Database Organization I
3 Credits
Overview of database architectures, including the Relational, Hierarchical, Network, and Object Models. Database interfaces, including the SQL query language. Database design using the Entity-Relationship Model. Issues such as security, integrity, and query optimization. Prerequisite: COMP155.

COMP410 - Introduction to Wireless Networks and Performance

3 Credits
This course covers networking topics with specific focus on mobile and wireless scenarios and applications. The main objective of this course is to provide understanding of a wide range of current and next-generation wireless networking protocols and technologies. The course focuses on the most widely used mobile and wireless network standards including cellular (LTE), Wi-Fi, Bluetooth, etc. During the course, students will understand the specific mechanisms of different network architectures and develop tools to analyze their performance. Finally, since wireless and mobile networking is a dynamic and changing field, the course will provide an introduction to upcoming technologies for the mobile and wireless scenarios, including 5G cellular, Fog Networks, and the Internet of Things. Prerequisite: COMP140.

COMP415 - Operating Systems I
3 Credits
Introduction to operating system concepts—including system organization for uniprocessors and multiprocessors, scheduling algorithms, process management, deadlocks, paging and segmentation, files and protection, and process coordination and communication. Prerequisite: COMP155.

COMP420 - Distributed Systems I
3 Credits
Part one of Distributed systems have become central to many aspects of how computers are used, from web applications to e-commerce to content distribution. This senior-level course will cover abstractions and implementation techniques for the construction of distributed systems, including client server computing, the web, cloud computing, peer-to-peer systems, and distributed storage systems. Topics will include remote procedure call, consistency of distributed state, fault tolerance, and security. We will also cover several case studies of distributed systems. A substantial programming project is involved. Prerequisite: COMP410, COMP306, COMP225.

COMP421 - Distributed Systems II
3 Credits
Part two of Distributed systems have become central to many aspects of how computers are used, from web applications to e-commerce to content distribution. This senior-level course will cover abstractions and implementation techniques for the construction of distributed systems, including client server computing, the web, cloud computing, peer-to-peer systems, and distributed storage systems. Topics will include remote procedure call, consistency of distributed state, fault tolerance, and security. We will also cover several case studies of distributed systems. A substantial programming project is involved. Prerequisite: COMP410, COMP306, COMP225, COMP420.

COMP455 - Mobile Applications Development
3 Credits
Students will learn a variety of software engineering techniques and design patterns to assist in the rapid development and prototyping of applications, leveraging frameworks and APIs provided by current mobile development platforms (such as Android and iOS). Application lifecycles, data management and persistence mechanisms, and user interface design, among other topics, will be covered. Industry speakers will be invited to speak about best practices. Students (individually or in teams) will take ideas from concept to final implementation and will present their work at the end of the semester. When appropriate, students may take the additional step of deploying their work on the appropriate application marketplace(s). Prerequisite: COMP140, COMP225, COMP165, COMP306.

COMP460 - Game Engine Programming I
3 Credits
This course is an introduction to current and future technologies for electronic game design and scripting. Topics include graphics, game scripting, motion control, narrative in games, game interfaces.

COMP465 - Game Engine Programming II
3 Credits
This course is an introduction to current and future technologies for electronic game design and scripting. Topics include game engines, game programming patterns.

COMP470 - Database Organization II
3 Credits
Databases management systems are a crucial part of most large-scale industry and open-source systems. This course provides comprehensive coverage of issues associated with database system development and an in-depth examination of structures and techniques used in contemporary database management systems (DBMSs). Students will learn about the inner workings of these exciting systems: Which algorithms are used? What are typical architectures used to build a system as complex as a DBMS? What are implementation strategies? These questions and more will be answered during the course. The course is highly applied, emphasizing practical skills and habits through a series of programming assignments during which students will develop their own tiny DBMS like engine. We will cover the most important aspects/components of a DBMS: storage and buffer management, indexing, query optimization, query execution, and concurrency control and recovery.

COMP475 - Data Modeling and Applications
3 Credits
This course teaches business managers and their staff ("business experts") as well as analysts, data administrators and data base administrators ("IT experts") how to work together in a design partnership to develop a data model for their organization.

COMP480 - Introduction to Data Warehousing I
3 Credits
This course provides concepts, principles, and tools for designing, implementing, and using Data Warehouses. More specifically, we introduce database constructs such as Operational Data Store (ODS), Data Warehouse, and Data Mart, as well as their components.

COMP485 - Introduction to Data Warehousing II
3 Credits
This course provides concepts, principles, and tools for designing, implementing, and using Data Warehouses. More specifically, we introduce database constructs such as Operational Data Store (ODS), Data Warehouse, and Data Mart, as well as their components.

COMP490 - Data Visualization
3 Credits
This course shows how to build dynamic, best-of-breed visualizations using JavaScript—the most popular language for web programming.

COMP495 - Advanced Database Management
3 Credits
This course provides a detailed insight into implementation aspects of relational systems and tests the candidates' knowledge of the current enhancements to relational database systems, object-oriented database and XML database systems.

DACS210 Introduction to Data and Data Management

3 Credits
This course provides students with an introduction to the foundations of data and information management, centered on the core skills of data management and database organization. The course will focus on identifying organizational requirements for data and information, modeling the requirements using relational techniques, implementing the models into a database using a database management system, and understanding the issues of data quality and data security. The course will also introduce the framework of enterprise information management and the growing need for managing data and information in organizations effectively to support decision making and competitive advantage.

DACS215 Foundation of Data Analytics
3 Credits
The emergence of new data sources is transforming the role of the data analyst from one who simply reports information to one who is charged with making sense of the available data and distilling from it the salient aspects for the given audience. In this course, students will examine the concepts of Geospatial data analysis and how it informs the business process. Emphasis will be placed on the development of sound research questions, the identification and verification of data sources, the retrieval, cleaning, and manipulation of data, and the process for identifying the data elements that are relevant for a given audience. An overview of the regulatory organizations that govern the release of data will also be reviewed.

DACS400 - Introduction to Big Data Processing
3 Credits
This course explains the terminology and the core concepts behind big data problems, applications, and systems. It provides an introduction to one of the most common frameworks, Hadoop, that has made big data analysis easier and more accessible.

DACS410 - Machine Learning
3 Credits
This course introduces students to machine learning techniques and builds upon the background and skills learned in the previous data science and statistics courses. The course topics include advanced methods and algorithms for supervised and unsupervised learning, and ensemble methods. Through research paper discussion and hands-on assignments, the course will also cover recent applications of machine learning, such as autonomous navigation, biomedical informatics, biometrics, and text and web mining.

DACS430 - Python Programming I
3 Credits
This course builds the skills necessary to use Python to develop larger programs and libraries. Students will learn to design, implement and debug Python functions and programs, including stochastic and object-oriented techniques. The course will cover Python data structures, and Python facilities for working with files, strings, regular expressions.

DACS435 - Python Programming II
3 Credits
The course includes an introduction to the graphical user interfaces, web search, spaces, and object-oriented programming. Prerequisite: DSC430.

ECD101 – Introduction to Early Childhood Development
3 Credits
This course provides a study of the principles of normal child growth and development from conception to adolescence. Focus is on the physical, cognitive, social, and emotional domains of development.

ECD102 – Growth and Development I
3 Credits

This course is an extensive study of philosophies and theories of growth and development of children from conception to age three. Focus is on "total" development of infants and toddlers, with emphasis on physical, social, emotional, cognitive, and nutritional areas. Developmental tasks and appropriate activities are explored in the course.

ECD105 – Guidance and Classroom Management
3 Credits
This course is an overview of developmentally appropriate, effective guidance and classroom management techniques for the teacher of young children. A positive, pro-active approach is stressed.

ECD110 – Family and Community Relations
3 Credits
This course is an overview of techniques and materials for promoting effective family/program partnerships to foster positive child development. Emphasis is on availability and accessibility of community resources and on developing appropriate communication skills.

ECD125 – Health, Safety and Nutrition
3 Credits
This course covers a review of health/safety practices recommended for childcare and includes information on common diseases and health problems. Certification preparation is provided in pediatric safety, CPR, and first aid. Guidelines and information on nutrition and developmentally appropriate activities are also studied in the course.

ECD130 – Creative Experiences
3 Credits
In this course the importance of creativity and independence in creative expression are stressed. A variety of age-appropriate media, methods, techniques, and equipment are utilized. Students plan, implement, and evaluate instructional activities.

ECD135 – Language Arts Concepts
3 credits
This course is a study of methods and materials in age-appropriate language experiences. Opportunities are provided to develop listening, speaking, prereading and prewriting skills through planning, implementation, and evaluation of media, methods, techniques, and equipment.

ECD137 - Science and Math Concepts
3 credits
This course includes an overview of pre-number and science concepts developmentally appropriate for young children. Emphasis is on the planning, implementation, and evaluation of developmentally appropriate activities utilizing a variety of methods and materials.

ECD200 – Movement and Music for Children
3 Credits
This course presents contemporary theories and practices of music education, including strategies for developing pitch, vocal, rhythmic, instrumental, listening, movement and creative responses in children. Combining current research and practical knowledge, it delivers a powerful overview of teaching music and movement in a classroom setting.

ECD202 - Growth and Development I
3 Credits
This course expands on the principles introduced in Growth & Development I by exploring the outcomes of the major developmental milestones for children from conception through age eight in the physical, social, emotional, and cognitive domains.

Emphasis is placed on issues that affect typical and atypical development through the study of theories, research, and child observations. Prerequisite: ECD102.

ECD210 – Principles of Ethics and Leadership in Early Care and Education
3 credits
This course includes an overview of historical views on leadership, and issues and challenges of leadership in early care and education. Emphasis is on current trends and issues. This course also reviews ethical principles as they relate to children, families, colleagues, and the community and society.

ECD220 – Methods and Materials
3 Credits
This course includes an overview of developmentally appropriate methods and materials for planning and evaluating environments. Emphasis is on integrating divergent activities in each curriculum area.

ECD240 – Supervised Field Experience with Infants and Toddlers
3 Credits
This course is a study of planning, implementing, and evaluating scheduled programs, age-appropriate methods, materials, activities and environments of infants and toddlers.

ECD300 – Curriculum Planning & Design for Early Learners
3 Credits
This course is designed to give students an orientation to curriculum design in early childhood classrooms. It will focus on a general planning framework that can be applied to planning in specific content areas. Students will learn how to build both individual lessons and larger units. In addition, the course will provide information on some more informal areas of the curriculum that are not covered elsewhere, including effective use of routines and transitions and the integration of movement and physical skill activities into the curriculum.

ECD301 – Administration and Supervision
3 Credits
This course equips directors, administrators, and leaders in early childhood education with the business knowledge and interpersonal skills for success in administration and supervision.

ECD303 – Best Practices in School-Age and Youth Care
3 Credits
This course introduces basic best practices of school-age and youth care skills for practitioners in out-of-school care environments. Students will use the principles of child growth and development as a foundation for working effectively with young children.

ECD305 – Exceptional Children
3 Credits
This course includes an overview of special needs children and their families. Emphasis is on prevalence of disorders, treatment modalities, community resources serving exceptional children, the teacher's role in mainstreaming and early identification, and federal legislation affecting exceptional children.

ECD308 - Socialization and Group Care of Infants and Toddlers
3 Credits
This course is the study of socialization and group care of infants and toddlers. Emphasis is on guidance and management, understanding behavior, temperament, the importance of routines, primary care, and

continuity of care, and examining the elements of quality environments.

ECD335 – Children's Literature
3 Credits
This course is a survey of chapter books for children, children's poetry and songs, the history of children's books, picture books and their illustrators, and traditional storytelling (fables, fairy tales, folktales, myths, and parables.)

ECD355 – Understanding Behavior and Family Dynamics
3 Credits
This course is designed to create an understanding of approaches to parenting, assessment and development of parenting skills, communication systems, and the study of children and families with various cultural patterns and lifestyles.

ECD401 – Inclusive Care of Infants and Toddlers
3 Credits
This course provides an overview of the field of infants and toddlers with special needs. Emphasis will be placed on instructional strategies, adaptations, environment, inclusion, etiology, federal legislation, family partnership, multicultural considerations, and optimal development.

ECD403 – Early Childhood Intervention
3 Credits
This course provides a study of a variety of intervention procedures reflecting various models, including child centered, child directed, behavioral, cognitive, and social approaches to instruction.

ECD405 – Children and Families in a Diverse Society
3 Credits
This course will examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Topics include self-examination and reflection on issues related to social identity; stereotypes and bias; social and educational access, media and schooling.

ECD425 – Behavior Management with Special Needs Children
3 Credits
This course is an overview of understanding and managing challenging behavior in school and childcare settings. It includes common causes of problem behaviors and treatment for attention disorders, making changes in the classroom, and administrative steps to help children with challenging behaviors.

ECD428 – Methods of Teaching Special Needs Students
3 Credits
This course focuses on developmentally appropriate methods for teaching special needs students. Emphasis is on planning, implementation, and evaluation of developmentally appropriate activities utilizing a variety of methods and materials.

ECD430 – Supervised Field Experience
3 Credits
This course is a study of planning, implementing, and evaluating scheduled programs, age-appropriate methods, materials, activities and environments of early childhood principles and practices.

ECD431 – Supervised Field Experience with Special Needs Students
3 Credits
This course is a study of planning, implementing, and evaluating scheduled programs, age-appropriate methods,

materials, activities and environments of early childhood principles and practices.

ECON201 – Principles of Economics
3 Credits
This course introduces both microeconomic and macroeconomics. Topics include economic theories, methods, and principles with an emphasis on the development of critical thinking skills and the analysis of controversial issues in the field. Macroeconomic topics include national income and product; saving, consumption and investment; income determination; money supply and deposit creation; monetary and income analysis and alternative economic theories. Microeconomic topics include supply and demand; utility; cost analysis; long-run supply; profit maximization; competition; production theory; pricing of factor inputs; interest; international trade and current economic problems.

ENGL009 – Transitional English
0 Credits
This course provides students with strategies and skills for having a successful learning experience. Students learn to read and comprehend increasingly difficult texts in a variety of genres, think more deeply and critically about issues and ideas presented in these texts and respond to them in writing with increasing fluency, confidence and clarity. (ENGL009 does not meet the general education English requirement.)

ENGL101 – English Composition I
3 Credits
English Composition I develops and enhances students' application and understanding of the writing process. The course emphasizes the establishment of techniques and skills for planning, composing, revising and editing essays. Included in this process are selecting and narrowing topics, understanding audience and purpose, devising a plan of development, identifying and citing appropriate supporting details and evidence using APA format, proper grammar and mechanics usage and consistence in format and style. This course engages students in the interconnections between critical thinking, discussion and expository writing as a means of both written and verbal communication. Specifically, students learn to write extended expository essays using a variety of approaches which increase in complexity throughout the course. There are five expository essays and a research paper written in the course.

ENGL102 – English Composition II
3 Credits
English Composition II is the second course in a sequence of two that facilitate a better understanding of writing as a tool of argument, critique and research. The course focuses on the critical analysis of selected readings and topics coupled with the application of the research process as a means of written communication. In addition to gathering, absorbing and analyzing information, the course emphasizes composing, documenting (APA format), revising and editing a final research paper. There are five expository essays and a research paper written in the course. Prerequisite ENGL101 or equivalent

ENGL395 – Research and Report Writing
3 Credits
Research and Report Writing enhances and further develops the research skills acquired in English Composition II. The course primarily emphasizes gathering and evaluating information. Furthermore, it includes research, report development, report writing and oral report presentation. It incorporates research skills into report writing required for upper division academic courses, as well as for professional business and technology endeavors. Prerequisite ENGL102

ENGR101 - Introduction to Engineering
3 Credits

Introduces students to the profession, including the disciplines of chemical, civil, computer, electrical, environmental, and mechanical engineering. Prepares students for success through the integration of the following important skills: technical problem solving and engineering design, ethical decision-making, teamwork, and communicating to diverse audiences.

ENGR240 - Software Engineering I
3 Credits
Part one of Study of the principles and practices of software engineering. Topics include software quality concepts, process models, software requirements analysis, design methodologies, software testing, and software maintenance. Hands-on experience building a software system using the Agile life cycle model. Students working in teams develop all life cycle deliverables: requirements document, specification and design documents, system code, test plan, and user manuals.

ENGR241 - Software Engineering II
3 Credits
Part two of Study of the principles and practices of software engineering. Topics include software quality concepts, process models, software requirements analysis, design methodologies, software testing, and software maintenance. Hands-on experience building a software system using the Agile life cycle model. Students working in teams develop all life cycle deliverables: requirements document, specification and design documents, system code, test plan, and user manuals. Prerequisite: COMP240, COMP220.

ENGR310 - Object-Oriented Design and Development I
3 Credits
Part one of Introduction to methodologies for object-oriented design and programming. Examines the object model and how it is realized in various object-oriented languages. Focuses on methods for developing and implementing object-oriented systems. Prerequisite: COMP225.

ENGR311 - Object-Oriented Design and Development II
3 Credits
Part two of Introduction to methodologies for object-oriented design and programming. Examines the object model and how it is realized in various object-oriented languages. Focuses on methods for developing and implementing object-oriented systems. Prerequisite: ENGR310.

ENGR401 - Special topics in JAVA I
3 Credits
Each programming languages gives to its users a specific set of functions and probabilities that will be unique to that programming language, however some things in programming are inevitably intertwined, and design patterns are one of them. A design pattern is a solution to a problem that may reappear throughout the process of designing software. Design patterns is one of the most talk-about topics in programming, mostly because design patterns specifically help us to take someone else's code, and work on top of it with solid code quality in mind. The same way, design patterns help to better understand how a solution to a certain problem is implemented, which is far more simple than having to explain every detail of our code.

ENGR402 - Special topics in JAVA II
3 Credits
This course continues ENGR 402. A design pattern is a solution to a problem that may reappear throughout the process of designing software. Design patterns is one of the most talk-about topics in programming, mostly because design patterns specifically help us to take someone else's code, and work on top of it with solid code quality in mind. The same way, design patterns help to better understand how a solution to a certain

problem is implemented, which is far more simple than having to explain every detail of our code.

ENGR403 - Software Testing
3 Credits
Testing even a simple system can quickly turn into a potentially infinite task. Faced with tight costs and schedules, testers need to have a toolkit of practical techniques combined with hands-on experience and the right strategies in order to complete a successful project. This course will teach the proven methods and concepts that test professionals must know.

ENGR404 - Agile Software Development
3 Credits
This course focuses on the software development process by using various Agile practices. Student s will study various Agile concepts such as Scrum, Extreme Programming, Lean, and Kanban. With several hands-on exercises, students will learn how to properly apply the Agile framework into their software development process.

ENGR405 - Applied Network and Security
3 Credits
This course provides a practical overview of network security and related topics. General threat classifications are discussed as they relate to the CIA triad: eavesdropping (confidentiality), man-in-the-middle (integrity), and denial-of-service (availability). Real-world attack incidents and implementations are used to tie concept to reality. Defensive technologies and techniques, including authentication/authorization, access control, segmentation, log/traffic monitoring, reputation-based security, and secure protocol (SSH, TLS, DNSSEC) usage are discussed and demonstrated. Prerequisite: COMP410

FIN230 – Fundamentals of Finance
3 Credits
This course explores the central concepts of finance. Topics include strategic consideration, economic analysis, provision and acquisition of funds, financial tools and theories, leveraged transactions, hybrid securities, mergers and acquisitions. Prerequisite: ACCT110 and MATH110

FIN310 – Investment Analysis and Portfolio Management
3 Credits
This course introduces the various developments in investment theory and the principles of valuation. Students learn how to examine fixed-income securities, equity securities, and derivative securities. Theories, principles, and techniques of portfolio management are covered. The topics include the portfolio investment process, asset allocation, portfolio construction, and portfolio performance evaluation. In addition, a global perspective is emphasized as well as duration analysis and immunization, Interest rate derivative securities and their application in asset-liability management. Prerequisite: FIN230

FIN320 – Asset Management
3 Credits
This course applies financial theory to the issues and problems of asset management. The focus is on understanding the roles of asset owners, which may include individuals, collective owners, charitable endowments, corporations, and nations. It covers the properties of asset returns and the nature of various investment strategies to assess how asset management can meet the specific investment goals of asset owners. In addition, the course focuses on the delegated nature of investments which is important in the understanding of principal-agent issues and market frictions associated with each type of asset class. Prerequisite: FIN230

FIN330 – Corporate Finance

3 Credits

The objective of this course is to study the major decision-making areas of managerial finance. The focus is on financial theory, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial theory. The topics covered include discounted cash flow techniques; corporate capital budgeting and valuation; investment decisions under uncertainty; capital asset pricing; and market efficiency. Corporate financial policy, including capital structure, cost of capital, dividend policy, and related issues are analyzed. In this context, the course is designed to provide students with analytical tools that allow them to determine the "intrinsic value" of a corporation and to assess the effectiveness of corporate management in maximizing that value. Prerequisite: FIN230

FIN340 – Financial Reporting and Analysis

3 Credits

This course focuses on the analysis of managers' financial reporting and disclosure strategies, and the effects of such strategies on firms' equity values and contracts. Students also examine various institutional settings and economic contexts in which managers make financial reporting and disclosure choices, paying close attention to the quality and credibility of the information disclosed. The course helps students to develop hands-on financial statement analysis skills in a variety of business decision contexts. Prerequisite: ACCT320, FIN330

FIN350 – International Banking and Finance

3 Credits

This course presents an overview of international banking and finance. Topics include the international dimensions of finance, foreign exchange rates, sources of funds, banking regulations, and the contrast between European, Asian and American banking. Methods of effective communication of financial information are addressed. Prerequisite: FIN230

FIN400 – Derivatives and Risk Management

3 Credits

A broad range of derivative products is examined with a primary focus on how to use these for the management of financial risks. Standard models of pricing forward, futures and plain vanilla options on stocks, futures and interest rate instruments are introduced. The course also explores the limitations and extensions of the Black-Scholes model with the aim of valuating options on dividend paying assets and exotic options such as digital options, barrier options, average rate options and options on multiple assets, among others. Prerequisite: FIN330

GNED112 – Student Success Strategies

3 Credits

This course assists students in a successful transition to University of the Potomac by exposing them to the University's policies, procedures and processes for moving efficiently and successfully through to graduation. It provides academic assessment in discovering and using one's preferred cognitive learning style, study skills development and education planning for completion of all course prerequisites and requirements for a degree program at University of the Potomac. In addition, the course includes computer usage, current events, writing, research, exposure to APA format and oral presentation projects. Student success Strategies provides students with versatile, practical and meaningful strategies that lead to higher grades, a more thorough learning of information, increased confidence, a sense of empowerment and leadership.

GIS100 – Principles of Geography and Spatial Thinking

3 Credits

Introduction to the distribution of people, activities and environments around the world; geographic patterns and the interaction of humans with their surroundings are emphasized. Focuses upon significant problems within each of the regions, and examines the geographical background of those problems. The purpose of this course is also to learn the concepts, principles, and techniques related to Spatial Thinking.

GIS101 – Cartographic Principles and Visualization

3 Credits

The course focuses on a Cartography and map-making principles. It covers topics of cartographic projections, scale, rules of map design and visualization of the data. The purpose of this course is also to learn the concepts, principles, and techniques related to maps and map making. Students are expected to develop knowledge and expertise in map types, data selection, compilation, display, design, mapping tools & production techniques, and communication.

GIS201 – Principles of Geography and Digital Cartography

3 Credits

Introduction to the distribution of people, activities and environments around the world; geographic patterns and the interaction of humans with their surroundings are emphasized. Focuses upon significant problems within each of the regions and examines the geographical background of those problems. The purpose of this course is also to learn the concepts, principles, and techniques related to maps and map making. Students are expected to develop knowledge and expertise in map types, data selection, compilation, display, design, mapping tools & production techniques, and communication.

GIS300 - Principles of Geospatial Intelligence and GIS Technology

3 Credits

The emergence of new data sources is transforming the role of the data analyst from one who simply reports information to one who is charged with making sense of the available data and distilling from it the salient aspects for the given audience. In this course, students will examine the concepts of Geospatial data analysis, and how Geospatial component influences any activity and operation on the Earth. The course provides introduction to the fundamentals of Geospatial Technology, including Geographic Information Systems (GIS), cartography, GPS and Remote Sensing, and spatial analysis through a series of lectures and hands-on computer-based exercises. It also teaches the essential skills of operating a functional GIS through the use of ArcGIS software package.

GIS302 – Fundamentals of Remote Sensing

3 Credits

Introduces how each part of the electromagnetic spectrum is used to gather data about Earth. Describes limitations imposed by satellites, aircraft, and sensors. Surveys various methods to access and apply Earth observation/Remote Sensing data.

GIS350 - Geospatial Technology in Analytics

3 Credits

A course introduces students to enhanced application of GIS and Geospatial Intelligence to any industry and operational activity. Explores existing and potential capabilities of technology in conducting Geospatial analysis, simulations, spatial modeling and visualization. Discusses advanced GIS Technology and Geospatial Intelligence concepts as strategic decision making tools that support marketing research and analysis, logistics, management science, operations and information systems, international business and strategic business

decision-making in 2D, 3D, 4D environment enhanced by Virtual Reality apps.

GIS450 – Advanced Geospatial Intelligence
3 credits
This course is developed to introduce intermediate and advanced topics in Geospatial Intelligence, Geographic information Systems and Science, and spatial analysis including theoretical and application areas. Building upon a range of GIS software systems including familiarity with open-source coding and Python language, this course covers designing GeoApps and synchronizing it with any mobile devices to enhance decision making within any industry.

HLTH303 – Information Systems for Health Systems (Cross listed with MCAP 303)
3 Credits
This course prepares students for the application and integration of information systems and computers into health systems. Included are an examination of patient record-keeping systems, medical facility data systems, remote diagnosis and monitoring, third-party information transmission, and the role of the Internet in medical research. The issue of record security is addressed.

HLTH400 – Societal Health and Policy Issues
3 Credits
This course considers national health and policy issues as they apply to special health populations. Such populations include, but are not limited to, geriatrics, pediatrics, gynecology, mental health, and physical impairment.

HLTH403 – Global Health Administration
3 Credits
This course examines healthcare administration on a global basis. Topics include disease control, management of potential epidemic diseases, differences in healthcare approaches in various countries and global cooperation between countries.

HLTH405 – Healthcare Financial Management
3 Credits
This course applies principles of accounting and financial management to the healthcare industry. Topics include unique financial characteristics of healthcare facilities, third-party reimbursement, cost and rate setting, operational and capital budgeting, auditing and risk management. Prerequisite ACCT101

HLTH435 – Strategic Healthcare Planning (Cross listed with MGMT 435)
3 Credits
This course presents techniques of strategic healthcare planning as a basis for integration and application of principles, skills, and perspectives developed in earlier courses. It requires integrating the knowledge from your business and other university courses such as finance, accounting, marketing, and organizational behavior as well your general education courses Special emphasis is given to policy determination at the overall management level.

HOSP100 – Introduction to Hospitality
3 Credits
This course provides an introduction to the elements of the hospitality industry. Overview of structure and financial performances of hospitality industry; food and lodging, resorts, tourism enterprises, attractions and related operations. Focus on orientation to customer service, cultural/economic trends and career opportunities.

HOSP350 – Hotel Property and Facilities Management
3 Credits

This course provides hospitality managers and students with information they need to know how to manage the physical plant of a hotel or restaurant and work effectively with the engineering and maintenance department. Emphasis is given to maintenance, energy use, occupational health and safety, design and conservation issues.

HOSP360 – Hotel Front Office Management
3 Credits
This course offers students an intuitive understanding based on the flow of the guest's experience through reservation, arrival, registration, service purchasing, departure, billing, and recordkeeping. The entire rooms division is covered thoroughly and linked to other hospitality functions, related industries, and the broader economy. Includes extensive coverage of increased internationalization; green operations; new financing sources; boutique and urban collections; and new reservations strategies.

HOSP370 – Housekeeping Management
3 Credits
This course presents the role of the housekeeping department in hotel/lodging operations. The course examines the role of the supervisory function in the housekeeping department; provides a throughout overview of maintaining a quality staff, planning and organizing, the technical details of cleaning room, managing the laundry, and control of supplies and equipment. The course also incorporates new concepts of energy conservation and risk management to address the latest sustainability and security trends in the industry, as well as updated information on guestroom technology.

HOSP450 – Hotel Convention Sales and Services
3 Credits
This course offers the most current and comprehensive coverage of the convention industry, with an in-depth look at conventions and meetings marketing, how to successfully sell to groups, and how to service their business after the sale. This course covers key industry trends, including the greening of meetings, new technology applications, social media, the popularity of second-tier cities, and new special interests featuring boutique hotels, positioning of conference centers, meeting rooms of the future, and a day in the life of a convention service manager.

HOSP460 – Supervision and Leadership in Hospitality
3 Credits
This course provides comprehensive coverage of the principles, theories, and decision-making skills required to manage a workforce to profitable results as they apply to day-to-day hospitality operations. Along with new industry examples, profiles, key word definitions, and web-based activities, included are recruiting, selection, orientation, compensation and benefits, motivation, teamwork, coaching, employee training and development, performance standards, discipline, employee assistance programs, health and safety, conflict management, communicating and delegating, decision-making and control.

HOTO220 – Customer Service Management
3 Credits
This course is designed to develop the necessary skills for success as a customer service provider. The course examines various service situations and develops an attitude of superior customer service that is critical to success in all organizations.

HOTO230 – Hospitality and Tourism Marketing
3 Credits

This course addresses a strong emphasis on the relationship between marketing and the tourism and hospitality industry. This course reflects all of the latest trends in the field, including Internet marketing and e-commerce, loyalty marketing, brand extension marketing, and destination branding. The course covers basic concepts and skills in tourism marketing and address differences between tourism and other industries. Students learn how marketing managers can position their products or destinations to capture customers.

HOTO300 – Meetings and Events Management
3 Credits
In this class, students learn basic meeting planning concepts and gain practical knowledge to assist in planning meetings. This class provides students with valuable resources for finding information, arming them with important checklists. Students learn the vocabulary necessary to succeed in meeting planning. This course is necessary for anyone planning to enter the meeting planning or event planning profession.

HOTO310 – Technology in Tourism and Hospitality Industry
3 Credits
This course provides students with an introduction to the information technology and E-Commerce strategies used in the hospitality and tourism industry. The course focuses on the use of technology as a management tool for the effective and efficient operation of small, medium-sized, and large hospitality and tourism businesses. Emphasis is placed on providing students with a thorough understanding of technology's role in ensuring competitive advantage in today's hospitality and tourism business environment.

HOTO320 – Revenue Management
3 Credits
This course presents the topic of revenue management from a managerial accounting and financial management perspective. The course is important as hospitality and tourism professionals need to analyze revenue management decisions from an accounting/finance perspective. Students benefit from a comprehensive understanding of the field of revenue management, its history and applications, and its extensions to a hospitality and tourism field.

HOTO435 – Strategic Management for Hospitality and Tourism
3 Credits
This course presents a complete, comprehensive, and managerially useful treatment of strategic management in the hospitality and tourism industry. This course provides a realistic, balanced, and current view of the field by considering the practical aspects of the strategic manager's role, including the acquisition, development, and management of internal resources and relationships with external stakeholders. The course explains principles and theories with extensive use of examples from various segments of the industry, including lodging, gaming, cruise lines, airlines, and food service.

HOTO470 – Hospitality and Tourism Law
3 Credits
This course provides coverage of legal issues in travel and tourism, including those associated with transportation, travel agents, tour operators, gaming, mixed-use, and timeshare properties. Students learn about relevant recent events and trends, such as the impact of recent economic collapse on hotel development, sections updated with increased international perspective, added information on data privacy, and updates to legal case studies and decision-making legal scenarios. Further, this course gives students a background on safety and security requirements, disputes with customers, hiring and firing employees, liabilities

associated with serving alcohol, and much more.

HOTO490 – Hospitality and Tourism Internship I
3 Credits
This internship courses allow the student to develop exposure, understanding, and working knowledge of actual operations within the hospitality industry. The student is expected to apply theoretical and academic subject matter to this work experience and be able to identify areas of opportunity for permanent employment upon graduation.

HOTO495 – Hospitality and Tourism Internship II
3 Credits
This internship courses allow the student to develop exposure, understanding, and working knowledge of actual operations within the hospitality industry. The student is expected to apply theoretical and academic subject matter to this work experience, and be able to identify areas of opportunity for permanent employment upon graduation.

MATH009 – Transitional Mathematics
0 Credits
This course provides students with strategies and skills for having a successful learning experience. Topics include whole numbers, fractions, decimals, percentage and ratio/proportion. Students are prepared to learn higher order mathematical concepts. (MATH009 does not meet the general education mathematics requirement.)

MATH106 – College Mathematics
3 Credits
This course provides a college-level review of mathematics and algebra fundamentals for adult learners. Topics include functions of whole numbers, fractions, decimals, radicals, as well as basic concepts of prealgebra. This course satisfies the requirement for a general education mathematics course.

MATH110 – College Algebra
3 Credits
This is an introductory level course in algebra. Topics include properties of real numbers, performing operations with polynomials, graphing equations and inequalities, radicals and exponents, and solving systems of equations and quadratic equations. Students acquire familiarity with algebraic techniques and are able to solve equations in a documented, logically sequential manner. (Placement is determined by a diagnostic mathematics assessment.) This course satisfies the requirement for a general education mathematics course. Prerequisite: MATH106

MATH323 – Research and Statistical Analysis
3 Credits
This course is an introduction to the methods and tools of general research. It includes the application of the research process to problem solving and the types of research undertaken and appropriate means of conducting them. Attention to secondary source research through bibliographic methods and online resources via the Internet is included. Descriptive statistics and inferential statistics, including frequency distribution, variability, regression, and correlation are discussed. A computerized statistical tool is used in the course. Prerequisite: MATH 110

MCAP303 – Organization and Technology of Information Management (Cross listed with HLTH 303) 3 Credits
This course prepares students for professional involvement with computer and information systems through an understanding of the organization and management aspects of such systems. Topics include management information software; methods of gathering, sorting and

distributing information and data; and evaluating software and hardware. Prerequisite: COMP 110

MCAP351 – Management Support Systems
3 Credits
This course examines Management Support Systems and Business Intelligence, which include Decision Support Systems (DSS), Group Decision Support Systems (GDSS), Executive Information Systems (EIS), and Expert Systems (ES). Topics include decision-making, the DSS concept, methodology, data-model user relationships, user interfaces, implementation strategies, and evaluation procedures. Prerequisite: COMP110

MED100 – Medical Law and Ethics
3 Credits
This course presents the general ethical and legal principles and responsibilities involved in the medical field. Legal responsibilities, professional liability, licensing, contracts, confidentiality, HIPAA, risk management, and other applications of law in medicine are included.

MED110 – Medical Terminology
3 Credits
This course introduces the student to medical terminology using a systems approach. The student will identify root word elements, prefixes, suffixes that form medical terms commonly used in healthcare. Correct pronunciation and spelling will be emphasized.

MED115 - Anatomy & Physiology I
3 credits
This course introduces the student to the anatomy and physiology, structure and function of the human body. Students will learn the structure and function of the following systems: integumentary, skeletal, muscular, cardiovascular, blood, lymphatic and immune systems. Common diseases and disorders associated with these systems will also be introduced and discussed. (Prerequisite MED110)

MED116 – Anatomy & Physiology II
3 credits
This course introduces the student to the structure and function of the respiratory, nervous, urinary, reproductive, digestive, endocrine systems and the special senses. Common diseases and disorders associated with these systems will be introduced and discussed. (Prerequisite: MED110)

MED120 – Pharmacology
3 credits
This course introduces general principles of pharmacology relating to the medical assisting profession. Emphasis is placed on recognizing the government agencies that regulate drugs in the U.S., researching drugs using a drug reference, explain the clinical use of drugs, and patient education regarding medications. Course content includes relating the principles of pharmacokinetics to drug use and describing factors that affect the action of a drug. (Prerequisite: MED110)

MED125 – Diseases of the Human Body
3 credits
This course introduces the student to human diseases and conditions frequently encountered in the healthcare field. The diseases and conditions addressed are presented by body system to include signs and symptoms of the disease, pathophysiology, diagnosis, treatment options, prognosis, prevention and patient teaching. The ICD-10-CM codes are also included for each disease process. (Prerequisite: MED115 and MED116)

MED130 – Medical Billing & Reimbursement
3 credits
This course introduces the fundamental elements of medical insurance payment systems and reimbursements. Students will

examine different types of healthcare insurance coverage, the medical billing cycle, and protected health information will be identified and discussed as applied to the Health Insurance Portability and Accountability Act. Students will explore the terminology and functions of major commercial and governmental payers such as: managed care plans, the Blue Plans, Medicare, Medicaid, TRICARE, CHAMPVA, and Workers' Compensation.

MED135 – Diagnostic Coding
3 credits
This course focuses on the use of ICD-10 coding. Students will receive a basic overview of diagnostic coding, outpatient coding and reporting guidelines, as well as the layout and usage of the diagnostic coding manual. (Prerequisite: MED115 and MED116)

MED235 – Procedural Coding
3 credits
This course will introduce procedural coding through the use of Current Procedural Terminology (CPT) and the Healthcare Common Procedural Coding System (HCPCS). The purpose of the CPT, modifier usage and Evaluation and Management coding will be explored. (Prerequisite MED135)

MED205 – Medical Assisting Clinical Procedures
3 credits
This course provides an introduction to the clinical side of medical assisting. Preliminary steps that must be taken before working with patients are covered, such as organizing the office, lab, and examination areas, and assisting with patient assessment. Students are also introduced to the steps to follow to aid both the physician and the patient during various medical examinations. (Prerequisite: MED115, MED116, MED125)

MED210 – Medical Assisting Phlebotomy & Laboratory Procedures
3 credits
This course introduces the student to equipment normally used in a lab, along with the proper usage and maintenance of the equipment, including working with a microscope. Patient safety will be discussed relative to laboratory procedures and special collection techniques. The lab component will encompass proper collection techniques and slide preparation for microscopic examination. Proper processing of collected specimens is introduced, including quality control, avoiding collection errors, safe transportation of specimens, and chain of custody guidelines. Safety and Compliance guidelines including standard precautions, HIPAA regulations, exposure control plan, and the use of personal protective equipment will be discussed. The lab component will include urine collection and venipuncture. More complex collection procedures such as peripheral blood smears, blood culture collections, and collecting specimens on special populations will be presented. This course prepares the student to sit for the National Health Careers Association Certified Phlebotomy Technician Examination (CPT). (Prerequisite: MED115, MED116, MED125)

MED215 – Medical Office Administration
3 credits
This course introduces patient charting using simulated charting software. Students will learn to create a new case, edit an existing case, and enter new information into the charting program. Charge transactions and insurance claims within the software will be presented. (Prerequisite: MED130 and MED235)

MED220 – Medical Career Development
3 credits
This course introduces the skills needed for career success. Students will have the opportunity to learn

about setting personal and professional goals, job search techniques, and portfolio development. Final
resume, cover letter and mock interviews are key aspects of this course. Students will also discuss different career paths within their medical discipline and how to find continuing education for future career growth. Students will review and sit for certification exams at their discretion. (Prerequisite: Final term or program director's approval)

MED250 –Externship
4 credits
This 180-hour course provides the student with an opportunity to utilize learned skills in a work
environment. Students will be provided an opportunity to observe and participate in activities associated with their training and career direction. Students must complete the total hours and skills requirements that reflect an overall understanding of the job competencies. Final assessments will be conducted by the job site and the program director. (Prerequisite: Final term and program director's approval)

MGMT210 – Introduction to Project Management
3 Credits
This first course provides an overview of, and introduction to, project management in the context of people, processes, tools and procedures. This course addresses the following areas: Definition of a project, definition of project management, project life cycle models, project management processes, process mapping, process flow diagrams, project management documents, project stakeholders and groups. Prerequisite: working knowledge of project management functions. Prerequisite: COMP110

MGMT211 – Project Management Knowledge Areas 1
3 Credits
This second course defines the scope for a project and developing a complete project overview statement. Developing a work breakdown structure (WBS) and the fundamentals of scheduling, including a review of the three constraints (Scope, Time, Cost) related to quality are included. This course addresses the following areas: Project Integration Management, Project Scope Management, Project Time Management, Project Cost Management, and Project Quality Management. Prerequisite:
MGMT210

MGMT212 – Project Management Knowledge Areas 2
3 Credits
This course provides a review of control and tracking steps to ensure a project's successful closure on time and within budget; Discussion on managing scope, change, and identify variances that require action; A review of PMP examination preparation and strategy. This course addresses the following areas: Project Human Resource Management, Project Communication Management, Project Risk Management, Project Procurement Management, PMP Examination preparation. Prerequisite: MGMT 211

MGMT218 – Comparative Economic Systems
3 Credits
This course presents the basic concepts of international trade and finance and the effects of international economic policies on domestic and world welfare. Topics include comparative advantage, impact of trade on economic growth, and effects of trade policy interventions such as tariffs, quotas, voluntary export restraints, and export subsidies. International agreements on regional trade liberalization (such as ECU and NAFTA) and on multilateral trade

liberalization are discussed. Topics on international finance include balance of payments, determination of foreign exchange rates, and international monetary system. Through oral and written presentation of case studies, students expand their knowledge of international trade and finance.

MGMT230 – Organizational Behavior
3 Credits
This course surveys organizational theory. Focus is on individual and team behavior with an emphasis on developing team-building skills. Additional topics include structure, size, technology, power relationships and how organizations survive, decline, grow and change.

MGMT235 – Introduction to International Business
3 Credits
This course provides students with an understanding of the global economy and its impact on business within the United States. Topics include the impact of political systems on business; effects of culture on business style; the role of international trade; management of multinational corporations and the impact of trade restraints and liberalization. Balancing legal, political, and ethical issues in international business techniques is covered.

MGMT250 – Introduction to Business Analysis
3 Credits
Students learn about the role of business analysis as a critical process that drives organizational structures and systems within the context of varying stakeholder interests. The business analyst defines and evaluates potential initiatives that best fit organizational goals. In this course, you gain the foundational knowledge needed to effectively perform key business analysis functions. Students learn how to apply a core business analysis framework to improve your analytical competencies.

MGMT260 – Cross Cultural Management
3 Credits
This course discusses behavioral differences that affect international business, on the cultural differences between nations and how these differences affect social organizations, management of multinational corporations. In addition, this course discusses skills and behaviors that are perceived as effective leadership characteristics in one culture are not necessarily those that will be effective in a different culture.

MGMT275 – International Trade and Practices
3 Credits
This course examines theory of international trade, an examination of the gains from trade and commercial policy. Included are issues of protectionism, economic integration and strategic trade policy. In addition, the course focuses on the following topics financial methods and tools used to conduct international business transactions successfully. Risks such as commercial and country are discussed, as are risk-mitigating techniques, their use and legal implications.

MGMT280 – Introduction to Business Consulting
3 Credits
This course teaches the fundamentals of management consulting. It introduces students to the consulting process, skills for project, team, and client management, the ethics of consulting, careers in consulting, key models and theories used to understand management consultancy work practice areas in the consulting industry, and issues surrounding effective use of consultants.

MGMT303 – International Business Management
3 Credits
This course presents a survey of international business management in the context of the

increasing economic interdependence of nations. Theories of international business are examined in conjunction with strategic planning, intercultural factors, foreign management techniques, and political risk analysis. The activities of multinational enterprises in home and host countries are also examined.

MGMT305 – Organizational Communications
3 Credits
This course examines written and oral communication in business. Topics include effective organization and writing of correspondence, memoranda, reports, research proposals; interpersonal communication and planning; conducting and participating in meetings; and oral presentation.

MGMT308 – Government Contract Law
3 Credits
This course acquaints students with the legal and regulatory aspects associated with the administration of government contracts. Course topics include contract information and award protests, standards of conduct, governmental liability, the dispute process, and administrative and judicial methods of resolution of procurement and contract disputes. It is designed to give students an operating framework to understand government procurement law.

MGMT311 – Supply Chain Management
3 Credits
A comprehensive study of the concepts, processes, and strategies used in the development and management of supply chains and learn about the general concepts of process mapping and analysis. Topics emphasize the importance of efficient integration of suppliers, factories, warehouses so that products are distributed to customers in a timely manner and without cost overruns.

MGMT326 – Principles of Federal Acquisition (FAR and DFARS)
3 Credits
This course examines both FAR and DFARS process and introduces concepts, policies and procedures associated with government and defense contracting. This course helps students develop skill in selecting the right clauses, identify the correct procedures and improve their bargaining position during negotiations. In addition, students learn how to keep up with changes to the FAR so they can always be sure that they have the latest and most relevant information.

MGMT 327 – Performance-Based Contract
3 Credits
Students are introduced to the concept and fundamental techniques of Performance-based contracting (PBC) and its application to contract management. Skills to immediately develop and implement performance-based requirements, a performance work statement, quality assurance plans, performance standards and measures, and positive and negative incentives. The course utilizes (PBSA) guides and tools as prescribed by the industry.

MGMT330 – Purchasing and Materials Management
3 Credits
This course examines acquisition and material management. Students examine the functional roles and social and ethical responsibilities of individuals managing these areas. Topics include acquisition law, operations management, pricing, negotiations, logistics and the written and oral communication of issues affecting purchasing and materials management.

MGMT332 – Cost and Price Analysis

3 Credits

This course presents the establishment and administration of equitable pricing arrangements for contracts. Topics include pricing research and development, selection of hardware and services appropriate pricing, contract estimates and presentation (written and oral) of research and development results.

MGMT350 – Contract Administration
3 Credits

This course acquaints students with general policies and procedures for contract administration functions. Topics include the structure and responsibilities for contract administration including pre-and post-award activities, contract oversight, quality assurance, compliance, financing, cost controls, documentation, terminations and disputes, and subcontract management.

MGMT360 – Leadership
3 Credits

This course examines the implications and challenges faced by leaders as people from different cultures, social structures, individuals who participate in a globalized landscape and workforce. Focus on issues that help develop an understanding of study the interrelatedness of nations in the global economy, explore the changing nature of international business and leadership, and evaluate the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration.

MGMT 365 Managing Conflict and Change
3 Credits

The course examines workplace conflict and its relationship to organizational change. It explores the causes of conflict and identifies strategies for management and improvement. The course also covers the necessary skills for managing change; the theory underlying the creation of integrated conflict management systems in organizations; the nature of such systems and how they are developed, designed and evaluated. The primary focus is on identification, strategizing and overcoming resistance to change.

MGMT 405 Business Development and Contract Proposal
3 Credits

This course introduces developing contract proposal with special emphasis on the federal government. Topics include types of contracts, qualifying bids for competitive advantages, RFP analysis, Competitive assessment, strategies how to improve the quality of proposals, Risk and opportunity assessment, Production, Post-bid follow-up, and RFP generation and bidder evaluation.

MGMT408 – Mission Performance Assessment
3 Credits

This course provides professionals with the knowledge they need to identify and utilize appropriate performance metrics when evaluating the contractor's performance in the mission. Students explore processes for working with their customers to ensure contract performance meets mission requirements. Students explore assessment strategies and performance remedies, and learn how to make and price contract changes after award, handle disputes and close out completed contracts.

MGMT411 – Total Quality Management
3 Credits

This course presents quality measurement and performance issues. The course emphasizes quality management process in business, marketing, and federal and nonprofit environment. Students learn how to manage process control, sampling plans

and use of control charts. Topics in quality planning and assurance are covered.

MGMT417 – Human Resource Management
3 Credits
This course surveys the principles and methods of effectively managing people in a work environment. It includes the recruitment, selection, development, utilization of, and accommodation of people by organizations. Employee motivation and contemporary personnel management issues are examined in terms of the impact they have on organization effectiveness, goal attainment, health and viability, and overall performance.

MGMT422 – Global Management
3 Credits
This course examines the major theories of multinational and transnational management and their influences on ethics and social responsibility, strategic planning and managerial styles.

MGMT424 – Negotiations Management
3 Credits
This course teaches how to apply strategies, tactics and counter-tactics to achieve success in contract negotiations. Emphasis is given to practical knowledge in contract negotiations, including planning, conducting and documenting the deal. Students are expected to differentiate between federal governmental and commercial contract negotiations. Finally, the course helps students to develop skills towards managing and building business relationships during contract negotiations.

MGMT427 – Operations Management
3 Credits
This course examines via case analysis the direction and control of processes that convert resources into goods and services. It further focuses on the definition, planning, implementation and evaluation of discrete projects. Students complete a project or presentation of an information technology project.

MGMT429 – International Organizations
3 Credits
This course explores the roles of international organizations and/or agreements that affect business organizations. Topics include regional agreements, the World Bank, the World Trade Organization, The European Union, NAFTA and the International Monetary Fund.

MGMT435 – Strategic Management and Planning
3 Credits
This course presents techniques of strategic planning as a basis for integration and application of principles, skills, and perspectives developed in earlier courses. It requires integrating the knowledge from your business and other university courses such as finance, accounting, marketing, and organizational behavior as well your general education courses Special emphasis is given to policy determination at the overall management level.

MGMT440 – International Organizational Development Strategies
3 Credits
International business and strategy focuses on activities and expertise on forces affecting businesses that have to operate in a globalized economic environment. Globalization and the technological developments of the digital age have created exciting new opportunities for managers who seek growth and profits by accessing resources and serving markets worldwide. This course focuses on the strategic and

organizational challenges involved in managing activities across borders, in an increasingly interconnected world.

MGMT445 – Strategic Planning for IS Management (Cross listed with MGMT 435)
3 Credits
This course presents techniques of strategic planning as a basis for integration and application of principles, skills, and perspectives developed in earlier courses. It requires integrating the knowledge from your business and other university courses such as finance, accounting, marketing, and organizational behavior as well your general education courses Special emphasis is given to policy determination at the overall management level.

MGMT450 – Contract Modification and Options
3 Credits
This course focuses on how to determine if a change can be made to a contract, if a change has been made and what relief, if any, is due the contractor, a contractor's duty in the face of change. unilateral and bilateral modifications, procedures under the Contract Disputes Act, whether a contract has been breached, develop a Disputes clause and determine what, if any, remedies are available to an aggrieved party.

MGMT455 – International Contracts Management
3 Credits
This highly practical, information-packed course explains how you can anticipate and address the key issues and conflicts that arise in entering and managing contractual relationships with foreign firms and governments. This course addresses corruption and other legal considerations, commercial arrangements, and the implications of international treaties. It helps project managers learn to profit from overseas trade opportunities while avoiding the pitfalls that face those who are uninformed.

MGMT480 – Capstone Project in Management
3 Credits Available as hybrid only
The Capstone Project requires students to define, research, design, implement, and evaluate a project of their choosing relevant to the needs of a work situation. The project, which may identify and analyze a business need or issue, offer a proposal for solving a business problem, or developing a business plan, requires the integration of five course areas in a student's program in Management. Orientation for the Capstone begins after a student has completed seven program courses or the equivalent. A faculty advisor works closely with students in developing their plan for a Capstone Project. Research and analysis are required. Students deliver both oral and written presentations of the project.

MGMT481 – Capstone Project in Government Contract Management
3 Credits Available as hybrid only
The Capstone Project in Government Contract Management requires students to define, research, design, implement and evaluate a project of their own choosing relevant to the needs of a work situation. The project, which may identify and analyze a contract management need or issue, offers a proposal for solving a contract problem, or developing a business plan, requires the integration of five course areas in a student's program of Government Contract Management. Orientation for the Capstone begins after a student has completed the appropriate hours required by the discipline. A faculty advisor works closely with students in developing their plan for a Capstone Project. Research and analysis are required. Students deliver both oral and written presentation of the project.

MICS341 – Systems Analysis and Design
3 Credits
This course focuses on the analysis and design of integrated hardware and software solutions to meet the needs of end users. Students learn factors and methods in selecting hardware components, software applications packages, and operating systems are examined. Particular attention is given to systems integration with human and organizational environments, to systems development life-cycle methodology, and to total quality management. Prerequisite: COMP110

MICS360 – Wireless Networking
This course covers the design, installation, configuration and administration of a wireless local area network (WLAN). Students learn wireless network design fundamentals. Topics include wireless standards, determining design requirements and managing system performance. Access and security configuration is covered, as well as basic troubleshooting. Prerequisite: COMP110

MICS455 – Computer Networking and Telecommunications
3 Credits
This course focuses on data communications, local area networks, and the software and hardware necessary to implement such systems. Through the completion of a networking and telecommunications project, students gain an understanding of data communication, local area networks and software and hardware implementation. Prerequisite: COMP110

MICS461 – Database Management
3 Credits
This course examines database structures and management and provides exposure to a specific computer data base system. Students learn data definition and modeling, data base access and command languages, and design and implementation in an office environment are topics considered. Prerequisite: COMP110

MICS466 – Windows Server - Directory Services
3 Credits
This course is designed to help prepare for the Microsoft Certified Solutions Associate – Windows Server
2012 *Configuring Advanced Windows Server 2012 Services* (Exam 70 - 412). Topics include configuring Domain Name Services (DNS) zones and settings, configuring forests or domains (including trusts, sites, Active Directory and operations masters), creating and maintaining the Active Directory environment; roles and services, accounts, objects, and certificates. Prerequisite: COMP310

MICS468 – Windows Server – Infrastructure, Design and Configuration
3 Credits
This course is designed to help prepare for the Microsoft Certified Solutions Associate – Windows Server
2012 Installing and Configuring test (Exam 70 - 410). Students learn how to Install and Configure;
Configure Server Roles and Features; Deploy and Configure Core Network Services and Install and Administer Active Directory; Create and Manage Group Policy. Prerequisite: MICS466

MICS476 – Windows Server – Administration
3 Credits
This course is designed to help students prepare for the Microsoft Certified Solutions Associate – Windows Server 2012 Server Administrator test (Exam 70 - 411). The course teaches the fundamentals of

deploying, supporting, and administering Windows 2012 systems. Prerequisite: MICS468

MICS480 – Capstone Project in Information Technology
3 Credits Available as hybrid only
The Capstone Project requires students to define, research, design, implement and evaluate a project of their choosing relevant to the needs of a work situation. The project, which may identify and analyze a business need or issue, offer a proposal for solving a business problem, or developing a business plan, requires the integration of five course areas in the student's program in Information Systems. Orientation for the Capstone begins after a student has completed the appropriate courses. A faculty advisor works closely with students in developing their Capstone Project plan. Research and analysis are required. Students deliver both oral and written presentations of their project.

MRKT110 – Principles of Marketing
3 Credits
This course presents basic principles and practices of marketing. Topics include marketing orientation, external environments, the industry's code of ethics, and the importance of marketing to the economy and business entities. Emphasis is placed on marketing strategy: the target consumer plus product, price, promotion and place.

MRKT230 –Introduction to International Marketing
3 Credits
This course introduces essential international marketing theories and discusses various cultures in the global marketplace. To provide a foundational understanding of contemporary marketing, an international marketing strategy overview and implementation requirements are introduced.

MRKT319 – Principles of Marketing and Advertising
3 Credits
This course presents an overview of marketing that gives students an awareness of institutions and methods employed in the marketing of goods and services. Discussions cover such topics as marketing strategies, opportunity and environmental analysis, new product development, and pricing. Various types of advertising media and their adaptation to business activities are reviewed.

MRKT350 – Salesmanship
3 Credits
This course focuses on basic sales skills with an emphasis on understanding selling and sales trends in a competitive and diverse business environment. Addresses the complex and demanding responsibilities of sales personnel, including forecasting; territory management; understanding customer expectations and buyer behavior; gathering feedback; communicating; budgeting; and relating sales goals to marketing goals.

MRKT424 – International Marketing
3 Credits
This upper division course uses case studies to discuss differences in cultural, economic and legal factors as they related to the marketing process. Communication issues created by such differences are examined. This is a systematic treatment of marketing on a global scale, extending basic principles into foreign requirements.

MRKT425 – Consumer Behavior
3 Credits
This course teaches students how to analyze consumer purchasing behavior as it relates to development of marketing mix programs. Important considerations include economic,

psychological, cultural, cognitive and social factors.

MRKT427 – Marketing Management
3 Credits
In this course, students apply principles and strategies for marketing products and services to industrial, commercial and governmental entities. Understand the strategic role of marketing and develop the ability to define and analyze the marketing problems dealt with by mangers. In addition, course discusses ways in which market information and product life cycle affect product and production design; forecasting techniques; interdependencies between marketing and operations functions; and selling skills.

MRKT450 – New Product Development (US and Global)
3 Credits
This course focuses on the challenges new-product managers face as they take ideas through the new product-development process. Topics include how US and international companies develop new product development processes with an emphasis on customer involvement; new-product strategy; idea generation; idea selection and evaluation; concept development and testing; product development and testing; and market testing.

MRKT490 – Marketing and Social Media
3 Credits
This course discusses the use of social networks and online communities such as Facebook to LinkedIn, Twitter and YouTube, blogs, wikis, virtual events that allow companies to expand their interaction with customers and develop relationships with collaborative communities. This program addresses the many issues surrounding Marketing and Social Media.

PHI100 – Mechanics
3 Credits
An introductory course on the basic fundamentals of physics. This is a calculus based course which will include some basic integration, differentiation, and discussion of the use of differential equations. Students will learn about the following topics: space and time, kinematics, forces, energy and momentum, conservation laws, rotational motion, torques, simple harmonic motion, waves, and basic thermodynamic laws.

PSYC201 – Principles of Psychology
3 Credits
This course provides a survey of psychology as both a social and a biological science and covers the general principles and basic methods and facts of general psychology. An emphasis in the course is on the development of critical thinking skills and the analysis of controversial issues in the field. Topics include research methods and fields, the biological basis of behavior, sensation and perception, drug use and abuse, developmental psychology, social psychology, cognitive psychology, learning and memory, personality theory, psychological assessment, abnormal behavior, and therapy.

REST350 – Restaurant Management
3 Credits
This course provides students with the skills needed to succeed in highly competitive and rewarding restaurant industry. Emphasis is placed on restaurant business plans, restaurant management, and restaurant operations. From concept to menus to staffing to legal and tax matters, this course provides indispensable information to guide students to success in this industry. The course explains trends and issues within restaurant management, including the greening of the industry, sustainability, leadership, and social media as a marketing and sales opportunity.

REST360 – Food and Beverage Management
3 Credits
This course provides students with a basic understanding of the management process in food and beverage operations. All aspects of food and beverage operations are covered, including organization, marketing, menus, costs and pricing, production, service, safety, and finances. This course addresses ways in which food and beverage operations have adapted management and operating tactics from other industries, what operations are doing to maintain or improve quality standards while reducing expenses, and how high-tech strategies are being used to give customers greater value for their dining dollars. Further, this course explores how planning and control functions can help operations work more efficiently, compete for market share, and provide value to guests.

REST370 – Food Safety and Sanitation Management
3 Credits
This course presents a systems approach to food safety that answers public health concerns, reduces sanitation risks, and ensures satisfaction for food establishment guests, staff members, and owners. Explains how to define and implement sanitation quality, cost control, and risk reduction standards in a food service operation. Clearly defined terms, detailed lists of food safety responsibilities, and checklists for all control points make this a resource that graduates can readily put into practice in any food and beverage operation.

REST450 – Purchasing for Food Service
3 Credits
This course gives students a basic understanding of the purchasing function in the food service sectors. Students learn about the ways in which value can be added by members of the food service distribution channel, the necessary elements of purchase specifications, and how to select and evaluate distributor partners. The course also covers ethics, group purchasing, electronic purchasing methods, and food safety and defense issues.

REST460 – Catering Operations
3 Credits
This course covers all the essential skills and knowledge a professional needs to succeed in the catering field. It is an ultimate guide to catering in hotels, banquet halls, wedding facilities, conference centers, private clubs, and other venues. The course covers modern technological trends in the industry, including online marketing, social media, and digital proposals, as well as modern décor, effective menu writing, catering in stadiums and casinos, and more.

SCIE312 – Environmental Science and Sustainability
3 Credits
This course emphasizes the biological and environmental problems facing society. Basic concepts of environment and ecology are discussed including topics such as the ecosystem concept, the impact of humankind on nature, human population dynamics, alternate energy sources, solid and nuclear waste problems, water and air pollution, endangered species, land use, and conservation. Topics include ecosystems, energy, populations, resources, pollution, and sustainability.

STAT112 Introduction to Statistics
3 Credits
Statistics is the collection, display, and analysis of data; it is the art of making wise decisions in the face of uncertainty. The purpose of this class is to teach you how to think critically about data-how it was collected and analyzed -and its uses in addressing interesting questions.

TOUR110 – Principles of Tourism
3 Credits

This course is designed to provide each student a basic understanding of tourism including tourism organizations, related business and service industry, traveler behavior, tourism planning, tourism research and marketing.

TOUR350 – Travel Agency Management
3 Credits
This course explains the various concepts of travel agency operations in a systematic manner. Since customer relation is a key to the success of travel agency business, the course explains the need for understanding and retaining the customers, as it is easier to retain loyal customers than to make new ones.

TOUR360 – Medical Tourism
3 Credits
This course provides an in-depth, comprehensive assessment of the benefits and risks when health care becomes a global commodity. The course explains how government agencies, medical tourism companies, international hospital chains, and other organizations promote medical tourism and the globalization of health care. The topics explored include the legal remedies available to medical tourists when procedures go awry; potential consequences when patients cross borders for medical procedures that are illegal in their home countries; the relationship of medical tourism to international spread of infectious disease; and the lack of adequate transnational policies and regulations governing the global market for health services.

TOUR370 – Transportation and Tourism Management
3 Credits
This course explains the complex relationship between transport provision and tourism, and adopts a global perspective throughout. It analyzes the management of land, sea and air transportation systems that support travel; examines airlines, cruise ships, buses, and rail and travel packages. Topics covered include the ongoing financial crisis in the airline industry, challenges posed by low-cost airlines and other innovative forms of transport provision, the climate change and sustainability debate, problems of managing car-based tourism, crime, safety, and security, and the e-travel revolution.

TOUR450 – Global Travel and Tourism
3 Credits
This course presents tourism in the context of contemporary globalization and cross-cultural characteristics. It provides new perspectives on cultural aspects of tourism such as the impacts of culture on tourism planning, development, management and marketing. It examines various cultural issues and impacts of international tourism, including cultural influences on social interaction, on tourism products or services, on ethics, etc.

TOUR460 – Sustainable Tourism
3 Credits
This course explains the characteristics of environmentally, economically, and sociocultural sustainable tourism, and assesses the possibilities and limitations for its implementation in a variety of destination and product settings. It comprehensively examines the theoretical and applied dimensions of contemporary sustainable tourism from a global perspective. In this course, students go through all aspects of sustainable tourism from the emergence of the paradigm to sustainability issues in all types of tourism and all components of the industry.

WEB401 - Introduction to Game Design
3 Credits
This course is an introduction to the primary concepts of gaming, and an exploration of how these basic concepts affect the way gamers interact with our games. In this course

you will understand what defines a "game" and the mechanics and rules behind different types of games.

WEB402 - Web Development: Client Side
3 Credits
This course will teach you the skills and techniques necessary for creating sophisticated and accessible interactive web applications. It focuses on the client-side languages, tools, and libraries that professionals use to build the web sites.

WEB403 - Web Development: Server Side
3 Credits
This course will teach you the skills and techniques necessary for creating sophisticated and accessible interactive web applications. It focuses on the server--side languages, tools, and libraries that professionals use to build the web sites.

WEB404 - Mobile Application design in Windows
3 Credits
This course teach the fundamental concepts, techniques, practices, workflows, and tools associated with the practice of user experience design for mobile apps.

WEB405 - Design for new Media
3 Credits
This class will be structured around three components – studio work, the development of technical skills, and introduction to the broad field of new media / electronic and time - based arts.

WEB406- Motion Design
3 Credits
The objective of the course is to further develop motion design skills and introduce basics of compositing from film and video. The class will consist of graded assignments, in class tutorials and lectures. There will be a heavy emphasis on concepts, design and timing.

WEB407 - Computer and Human Interaction
3 Credits
This course gives an introduction to human-computer interaction with an emphasis on user interface design. Students learn about HCI theory, cognitive foundations, guidelines for effective interface design, and the evaluation of user interfaces.

Gaduate Courses

ACC500 - Financial Accounting
3 Credits
This course covers advanced topics in financial accounting, including financial statements; income statement items; cash and inventories; payables and receivables; property, plant and equipment, employee benefits; long term liabilities; taxes; and non-profit accounting. Students also develop skills in presenting financial reports.

ACC502 - Accounting Info Systems
3 credits
This course covers the principal aspects of systems analysis and application of information systems concepts to the accounting process and accounting models, both manual and automated. Prerequisite: ACC500 or Department Approval

ACC504 - Advanced Auditing
3 Credits
Provides as in-depth analysis of current auditing issues, including professional standards and ethics, internal control gathering and documentation of evidence and statistical sampling. Focuses on detailed analysis of audit programs and EDP, as concepts concerning the financial condition and operation of commercial enterprises. Prerequisite: ACC500 or Department Approval

ACC555 - Systems Auditing
3 Credits
Covers the unique aspects of auditing accounting information system for two points of view: attesting to the financial statements or conducting an operational audit. Explores the various technique used to audit around the system. Focuses on documentation of evidence and a detailed analysis of the audit programs. Prerequisite: ACC500 or Department Approval

ACC562 - Advanced Managerial Accounting
3 Credits
This course investigates advanced topics in managerial accounting and expands upon topics covered in managerial accounting. Topics include cost projections, analysis and interpretation, analysis under uncertainty, capital budgeting, linear programming, and decentralized operations.
Prerequisite: ACC500 or Department Approval

ACC563 - Advanced Accounting Theory
3 Credits
Provide a frame of reference for advanced accounting theories. Emphasizes income, liability, and asset valuation based on inductive, deductive, and capital market approaches. Also surveys price level changes, monetary and non-monetary factors, problems of ownership equities, and the disclosure of relevant information to investors and creditors. Prerequisite: ACC500 or Department Approval

ACC570 - Forensic Accounting
3 Credits
This course provides a framework for an understanding of forensic accounting. Topics covered includes various foundation areas of importance to the forensic accountant, the basic forensic accounting tool-oriented areas, and practice areas relevant to forensic accounting.
Prerequisite: ACC500 or Department Approval

ACC575 - International Accounting System
3 Credits
This course surveys the accounting systems of key European, Asian, South American, Central American, and Canadian regions. Examines the various approaches to valuation and recordation of assets and liabilities. Also examines the complex issues regarding the recognition of revenue and expenses, as well as the preparation of consolidated financial statements of a United States corporation with foreign subsidiaries.
Prerequisite: ACC500 or Department Approval

ACC599 - CAPSTONE: Accounting
3 Credits
Should be taken as last course or next to the last course. This directed research course enables the student to complete a research project in the field of major concentration. The research project will be monitored by a supervising faculty member and must be defended by the student in an oral examination.

AIT600 - Artificial Intelligence
3 Credits
This course will provide students with a high-level overview of technologies, including capabilities and limitations, while understanding Artificial Intelligence (AI), its methods, and its business applications. Students will learn about Machine Learning basics, the importance of data obtaining and managing it for machine learning. Students will be taught the implications of AI technology on business strategy, and how to develop and execute an AI strategy to create competitive advantage.

AIT620 - Methods of Artificial Intelligence and Machine Learning
3 Credits
In this course, students will examine the fundamentals of Artificial Intelligence (AI) and learn more about Machine Learning. Through close examination of the history of AI and the expert systems approach, students gain a deeper understanding of AI's definition and types. Students will also learn three types of Machine Learning (supervised, unsupervised, and reinforcement learning) and examine the differences between Machine Learning and AI. Students will also explore factors that influence accuracy in Machine Learning, as well as analyze specific Machine Learning methods such as logistic regression, decision trees, and neural networks.

AIT630: Changing Business with AI Technology
3 Credits
Students will explore artificial intelligence (AI) technology, its applications, products, techniques, and their implications for business. Through the course, students will apply AI to solve real-world business challenges, and understand the acceptance of AI technology in business organizations, and how it shapes the competition and society in general. Also, students will study the possible AI business infrastructure within businesses and industries as platforms, algorithms, robots, and design AI-based business projects to find better business solutions to create a competitive advantage.

AIT650 - AI Technology: Ethics and Risk. Future of AI Applications in Business
3 Credits
In this course, students will explore how to strategically implement AI within your organization and manage AI governance. Students will examine how to develop a portfolio approach to AI projects and learn how quick wins and long-term projects can help companies successfully utilize the power of machine intelligence. Students will also analyze specific organizational behaviors that help organizations generate value from AI, explore diverse topics related to AI technology, including ethics, bias, and job prospects, receiving guidance from industry experts on learning and embarking on a career in AI. Students will witness AI in practice through mini-project demonstrations and through a series of examples to learn about the ethical and social risks AI technology presents for firms.

AITS670 - Python for Artificial Intelligence
3 Credits
Python has emerged as a powerful and versatile programming language, particularly in Artificial Intelligence (AI). This course is designed to provide students with a solid foundation in using Python for AI applications. Students will learn Python programming fundamentals and gradually delve into AI-specific libraries and techniques, enabling them to develop AI solutions using Python.

AITS680 - Artificial Intelligence and GPT Engineering
3 Credits
This course is designed to provide students with a comprehensive understanding of GPT (Generative Pre-trained Transformer) technology. Students will gain practical knowledge and hands-on experience using GPT models for various applications, including natural language processing, text generation, and other hands-on experience using AutoGPT (an advanced language model powered by OpenAI GPT-3.5). Through a combination of lectures, practical exercises, and projects, students will learn the principles of AI and gain proficiency in leveraging AutoGPT to solve real-world problems.

AWS500 – Cloud Foundations and Architecting
3 Credits
AWS Cloud Foundations and Architecting course is intended for students who seek an overall understanding of cloud computing concepts, independent of specific technical roles. It provides a detailed overview of cloud concepts, AWS core services, security, architecture, pricing, and support.

BLC500 - Introduction to Blockchain Technology
3 Credits
Students will learn the basics of blockchain and the cryptocurrency framework. An understanding of why businesses use blockchain will be presented. The concepts behind decentralized networks and ledgers will be covered. Students will learn how blockchains and blocks are created. An understanding of how cryptography and hashing is used in blockchains will be discussed. Students will learn how blocks are mined and the relevance of consensus voting. Types of blockchains including blockchain 2.0, Ethereum will be discussed. The implications of Web 3.0 and Use cases and blockchain adoption will be discussed.

BLC510 - Smart Contracts
3 Credits
Students will learn about smart contracts and their role in the emergence of decentralized applications. The concepts Decentralized Autonomous Organizations (DAO) and how technologies like blockchain and smart contract can support such organizations will be discussed. Students will learn how blockchain technology which supports Turing-complete programming language. Different reward schemes for the miners in blockchain frameworks and how this influences the architecture of the frameworks will be discussed. Discuss how blockchains, combined with other technological developments (IoT, AI, etc.), will disrupt the current status quo in money and commerce.

BLC520 - Introduction to Hyperledger Blockchain Technologies
3 Credits
Students will learn the power of business blockchains and distributed ledger technologies with an overview of Hyperledger and its key frameworks. All over the global market there are ledgers that organizations and individuals alike must trust. Blockchain technologies record promises, trades, transactions or simply items we never want to disappear, allowing everyone in an ecosystem to keep a copy of the common system of record. This course examines blockchains for the enterprise and several pertinent use cases. The course covers key features of blockchain technologies and the differentiators between several types of Hyperledger projects. We will start with ‘what is blockchain’ and open the discussion to identifying suitable blockchain use cases for your business requirements. Students will learn distributed ledger frameworks, domain-specific, tools and libraries and blockchains work to create value for businesses through cost-savings and efficiencies, in terms of speed and simplicity. Students will view how information is generated, stored, and shared in various blockchains, as well as gain tools to evaluate whether a blockchain solution would be suitable for their business case.

BLC530 - Blockchain applications
3 Credits
Through a series of case studies, you will gain exposure to a wide range of applications of blockchain technology. You will examine how organizations in different industries, including finance and supply chain, are planning to use blockchain to reduce costs and time and to expand into new markets. Students will learn about the regulatory and policy developments in the use and governance of blockchain and cryptocurrencies in major markets. You will also gain an understanding of various legal, data, and financial policy issues related to

these topics and how to address them. Students will learn about three major emerging trends in blockchain and crypto: DeFi, which is poised to disrupt the financial industry; DAOs, which offer a new way of structuring an entity without central authority using blockchain; and NFTs, which are a unique, digital representation of an asset.

BUS501 – Managerial Accounting
3 Credits
This course introduces the student to the concepts and procedures of managerial accounting from the perspective of the user. The course teaches students how to think about accounting issues and covers cost accumulation, decision-making and control.

BUS502 – Managerial Economics
3 Credits
This course introduces the aspects of economics that are most relevant to the operation of the organization. It covers theory of individual economic behavior, demand theory and demand estimation, cost and supply, price determination, production decisions, and industry structure.

BUS503 – Managerial Finance
3 Credits
This course provides a general survey of the field, including the basic principles of corporate finance, financial markets and institutions, and investment theory. Corporate finance topics covered include the objective of financial management, valuation of assets and associated problems in the valuation of the firm, acquisition of long-term assets (capital budgeting), management of short-term assets, capital structure, and financial statement analysis. Financial markets and institutions studied include money markets, stock and bond markets, derivatives, and the banking system. Investment analysis topics include portfolio theory and asset pricing models.

BUS510 – Strategic Management
3 Credits
This course concentrates on strategy and policy formulation and implementation at the top management level. It discusses skills and concepts needed to manage an organization to compete effectively in its environment. It provides tools for identifying environmental opportunities and threats and organizational strengths and weaknesses.

BUS520 – Human Resources and Organizational Behavior
3 Credits
This course explores human dynamics by examining the role of management and learning styles in the effective functioning of organizations. Topics include personality types, motivation, cognition and learning, communication, team development, and leadership.

BUS530 – Marketing Management
3 Credits
This course offers an understanding of the nature and role of marketing in the firm and in the society. Students gain knowledge regarding the marketing decisions of price, place, promotion, product, develop an understanding of consumer behavior, market research, social and cultural factors affecting marketing. The course exposes students to a series of marketing principals, frameworks, and analyses.

BUS560 – Management and Information Systems
3 Credits
This course introduces the manager to the strategic use and implications of information technology in the business environment. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system: hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems

development as planned organizational change.

BUS570 – Business Ethics
3 Credits
This course introduces students to ethics-related aspects of the business decision-making process. Students address a variety of topics, including the theoretical underpinnings of ethics, stakeholders, decision- making strategies, and utilization of such strategies in specific areas such as shareholder and employment relations, marketing, and globalization. The emphases of the course are issue recognition, application of ethical principles, and analysis of the consistency of corporate decision-making processes with such principles.

BUS625 - Business Analytics
3 Credits
The course is an introduction to Business Analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, and data mining, and decision analysis. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decision. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations.

BUS630 - Data Driven Decision Making

3 Credits

The course examines the role of quantitative data in managerial and entrepreneurial decision-making. The course draws upon quantitative tools and analyses from several disciplines, especially, statistics, economics, accounting, and finance. The course study demonstrates the usefulness of these tools and analyses in providing optimal technical options in decision-making situations. The emphasis of the course is on the interpretation and translation of data into information for the benefit of internal and external consumers.

BUS640 – International Business Law
3 Credits
This course provides an in-depth analysis of the various legal issues encountered in conducting multinational business, including the domestic applicable laws of developing and developed countries and international conventions and treaties. The interplay of economic, social and political issues with regulations is examined using pragmatic approaches. The impact of the United Nations (UN), World Trade Organization (WTO) and other International Organizations on global business and legislation are evaluated. Case studies and legal analyses form important learning tools for this course.

BUS650 – Global Leadership
3 Credits
This course provides practical insights into external and internal factors which impact leadership effectiveness. The various characteristics of successful leaders are examined through historical and theoretical approaches. The impact of culture on leadership is studied including analysis of the impact that various cultures give rise to and their impact on approaches to leadership form a key element of the course. Additionally, application of the various issues covered during the course is conducted through case studies requiring long-term agenda setting and team building.

BUS670 – Foundations of Human Resource Management
3 Credits
This course provides students with an advanced understanding of the concepts, principles and functions of human resource management. Topics include planning and decision making, organizing, leadership and motivation, change management and development, control, and in depth understanding of human resource business issues such as ethics, training, employing organizational development.

BUS680 – Human Resource Law
3 Credits
This course provides an overview of human resource law and applicable federal governance on employment law and analyzes discrimination regulation in employment from a legal, philosophical and historical perspective. Topics include the evaluation of current methods to help organizations proactively address issues raised by employment laws, sexual harassment, and associated ethical dimensions of organization compliances. Additional topics include the evaluation of organizational strategies for complying with laws regarding discrimination, creating an effective workplace, and strategies to mitigate risk in employment litigation.

BUS690 - Entrepreneurship and Small Business Management

3 Credits

This course is a focus on small business entrepreneurship from a management perspective that includes analysis and research in the fields of marketing, taxes, forms of business, capital and venture capital opportunities.

CBSC500 – Network Defense and Countermeasures
3 Credits
This course provides students with an overview of networks and network security tools used to better secure company assets and protection of company data. Additional topics include vulnerability assessments, contingency planning, wireless security, web application security, cryptography and methods for authorized users to access the network securely.

CBSC510 – Cloud Computing from the Ground Up
3 Credits
In this course, students learn about cloud computing including it benefits, drawbacks, types of services provided by cloud computing, cloud architecture solutions. Additional topics include cloud resourcing, preparation, security, disaster recovery and management.

CBSC520 – Data Analytics
3 Credits
This course provides students with an understanding of data analysis by discussing models and simulation, data sets, different types of variables, and tools for collecting, sorting and organizing data into an understandable format. Some additional topics are probability and probability distributions and decision making.

CBSC530 – Cyber Crime and Homeland Security 3 Credits
This course covers the most common cyber threats that our nation faces today and into the future. Topics discussed include national cyber security methodology components such as deception, separation, diversity,

commonality, depth, discretion, collection, correlation, awareness and response.

CBSC610 – Computer Forensics and Cyber Crime
3 Credits
This course provides students with a comparison of traditional crimes and cybercrimes. It also provides students with types of cybercrimes to include fraud, identify theft, cyber bullying, child exploitation, and scams. The course also focuses on digital forensics, the four steps of digital forensics, investigations, and types of evidence, standards and authentication of evidence.

CBSC620 Cyber Law and Policy
3 Credits
In this course students learn the importance of information security, types of information security, the CIA triad, importance of guarding information, laws associated with guarding information, privacy laws, and governmental laws and regulations. Students also learn the difference between policies, standards, guidelines and procedures when it comes to guarding information.

CBSC630 – Hacking Methodology
3 Credits
This course provides students with an understanding of a hacker's methodology, including the terms reconnaissance, enumeration, exploitation, persistent presence, covering tracks, maintenance and exfiltration. Students see what it is like to be in the mind of hacker and witness the patience that it takes to get into a network whether it is by getting a person to accidentally give them access or through shear brute force.

CBSC640 – Capstone: Cyber Warfare
3 Credits
This course teaches students how to identify why cyberspace is difficult to recognize and defend against cybercrimes from state sponsored and non-state sponsored attackers. Students learn to explain how laws governing cyber war relate to investigating attacks, and responses to those attacks called cyber operations. As a capstone course, it incorporates information from the whole program into a total cyber security project.

COMP610 – Strategic IT: Best Practices for Executives
3 Credits
This course focuses on how technology is positioned as an effective strategic driver in a corporation. The student learns to understand the challenges and develop strategic objectives to implement and develop high-potential technology managers. This course provides the student with case studies of current technology challenges in major corporations and interaction that promotes critical thinking and decision making skills to make technological decisions that affect the strength of the corporation.

COMP590 - Data Presentation and Visualization

3 Credits

In addition to the gathering and interpretation of data, today's business environment calls upon the analyst to communicate the results of data analysis to a variety of audiences. In this course students will learn how to synthesize the technical components of data analysis into reports, presentations, and visual dashboards that are meaningful for the intended audience and deliver those components in a coherent, convincing format.

COMP605 - Optimization and Risk Assessment

3 Credits

In the competitive business world, using data to its best advantage becomes all the more crucial. In this course, students will learn how to discern the levels of relevancy of data and the impact it has on operations as well as hone their ability to identify macro and micro level risk and evaluate risk management programs, policies, and strategies.

COMP620 – Corporate IT Security Audit Compliance
3 Credits
This course focuses on information technology security assessment of Compliance and Governance laws and regulations within a corporation. The student learns to recognize and discuss Audit characteristics, Auditing tools, frameworks and techniques. The course provides the student with case studies of current corporation audit issues and challenges. Through discussion questions and course interaction students enhance their decision making and critical thinking skills while developing a strong understanding of the Compliance and Governance of Corporate IT Security Audits.

COMP630 – Technology Entrepreneurship
3 Credits
This course focuses on technology entrepreneurs in their efforts to create new businesses and to innovate. Students learn to recognize and discuss Technology Entrepreneurs and New Technology Ventures, Innovation and Entrepreneurship Policy, Concepts of Targeting to New Technologies and more structure and planning in technology and entrepreneurship through case studies, class collaboration and presentations.

COMP640 – Capstone: Forecasting and Management of Technology
3 Credits
This course focuses on technology forecasting, managing the forecasting analysis, economic and market analysis of changing technologies that affect business decisions, cost-benefit and risk analysis, and impact assessment in technology forecasting through case studies, class collaboration and presentations.

COMP650 Software Testing and Analysis
3 Credits
Concepts and techniques for testing and analysis of software. Software testing at the unit, subsystem, and system levels. Specification-based testing. Code-based testing. Model-based testing. Methods for test generation and validation. Static and dynamic analysis. Formal methods and verification. Reliability analysis.

COMP660 Capstone - Advanced Database Organization
3 Credits
Comprehensive coverage of the problems involved in database system implementation and an in-depth examination of contemporary structures and techniques used in modern database management systems. Teaches advanced skills appropriate for DBMS architects and developers, database specialist, and the designers and developers of client/server and distributed systems. Focus is on transaction management, database structures and distributed processing.

DACS600 - Advanced Data Analytics
3 Credits
This course will emphasize the employment of advanced analytic strategies over the entire life cycle of the data analysis process. Using a comprehensive case-studies approach, students will logically extend and add definition to their existing analytic skill set, resulting in the development of a project

proposal that will serve as preparation for the capstone experience.

DACS610 Data Mining
3 Credits
This course will provide an introductory look at concepts and techniques in the field of data mining. After covering the introduction and terminologies to Data Mining, the techniques used to explore the large quantities of data for the discovery of meaningful rules and knowledge such as market basket analysis, nearest neighbor, decision trees, and clustering are covered. The students learn the material by implementing different techniques throughout the semester.

DACS620 Machine Learning
3 Credits
Introduce fundamental problems in machine learning. Provide understanding of techniques, mathematical concepts, and algorithms used in machine learning. Provide understanding of the limitations of various machine learning algorithms and the way to evaluate performance of learning algorithms. Topics include introduction, regression, kernel methods, generative learning, discriminative learning, neural networks, support vector machines, graphical models, unsupervised learning, and dimensionality reduction.

DACS 630 Data Preparation and Analysis
3 Credits
Surveys industrial and scientific applications of data analytics with case studies including exploration of ethical issues via case studies. Students will work with a variety of real world data sets and learn how to prepare data sets for analysis by cleaning and reformatting. We will also cover a variety of data exploration techniques including summary statistics and visualization methods.

DACS 640 Capstone - Data Integration, Warehousing, Provenance, and Analysis
3 Credits
This course introduces the basic concepts of data integration, data warehousing, and provenance. We will learn how to resolve structural heterogeneity through schema matching and mapping. The course introduces techniques for querying several heterogeneous data sources at once (data integration) and translating data between databases with different data representations (data exchange). Furthermore, we will cover the data-warehouse paradigm including the Extract-Transform-Load (ETL) process, the data cube model and its relational representations (such as snowflake and star schema), and efficient processing of analytical queries.

DACS650 Data-Intensive Computing
3 Credits
This course is a tour through various research topics in distributed data-intensive computing, covering topics in cluster computing, grid computing, supercomputing, and cloud computing. The course will explore solutions and learn design principles for building large network-based computational systems to support data-intensive computing.

EDU501 – Social Contexts in Education
3 Credits
This course focuses on the social and contextual influences of education from a learning, teaching, research and policy perspective. We will examine the role or race, ethnicity, class, gender, sexuality and identity in the ways individuals and groups influence and are influenced by our education system. In this class you will be asked to deeply evaluate your own beliefs, thoughts and assumptions about the influence of these socio-cultural factors and consider their implications for your own professional and personal development.

EDU502 Child and Adolescent Development

3 Credits
The course provides an overview of developmental concepts from birth into adolescence. It also examines the interplay of biological factors, individual differences, cultural experiences and relationships among cognitive, social, emotional and cultural aspects of development and learning. Class participants will also explore the types of environments that best enhance growth and development during these stages of life.

EDU503 – Research and Analysis in Teaching and Learning
3 Credits
This course helps course participants refine the reflective skills required of educators in complex social institutions such as schools, businesses and nonprofit organizations and develop effective problem-identification and -solving approaches. Intensive analysis and discussion of questions encountered in elementary and secondary schools, administrative, higher education and corporate settings.

EDU504 – Educating Exceptional Children
3 Credits
Exceptional children have unique physiological, intellectual, and social-emotional characteristics. This course examines the unique characteristics of exceptional children — physiological, intellectual, and social-emotional — along with etiological factors. The course also examines trends in legislation and educational programming and approaches to instruction for students with disabilities. This class must be taken prior to Theory and Practice of Teaching.

EDU510 – Education in a Global World
3 Credits
This course will examine current global issues and explore the socioeconomic challenges that impact education world-wide. Students will participate in oral and written discussions, analyze case studies, apply decision making strategies to the specific problems faced by leaders and administrators. The course provides insight to the cultural concerns associated with ethics, diversity, and the effect on the educational environment.

EDU520 – Effective use of Technology in Education
3 Credits
This course provides an understanding of technology and computer applications for school leaders and administrators. The focus of the course centers on the role of educators and the use of technology to foster learning, explore the use of technology to support decision-making and planning, and identify approaches to learning using various hardware and software tools. Students will engage in oral and written discussions, apply critical thinking assignments, and analyze case studies to demonstrate their understanding and ability to use technology to meet the needs of learners.

EDU530 – Curriculum Design And Planning
3 Credits
Curriculum design and planning are essential to teachers and their ability to provide knowledge and information to students. This course will identify strategies and steps used to develop curriculum at various instructional levels. Through writing assignments and case studies, students will apply concepts and use creative thinking to construct instructional instruments resulting in a curriculum plan.

EDU540 – Education Administrative Practices and Policies
3 Credits
This course places emphasis on the importance of leaders understanding administrative practices, policies, and procedures in education. Students in this course will participate in oral and written discussions, engage in critical thinking

assignments, and demonstrate through cases study presentations, their ability to address conflicts as leaders and effectively communicate institutional regulations.

EDU601 – Theory and Practice of Teaching
3 Credits
Through whole class and small group discussion, course participants will have opportunities to share their observations, questions and reflections. Each week the course will address various topics of teaching and learning that will help prepare course participants for student teaching.

EDU602 – Problems in the Philosophy of Education
3 Credits
This course explores classical and modern philosophies of education using text interpretation, analysis of ideas and argument construction. Philosophies are applied to educational issues. Students develop their own philosophy of education in the course. Course participants prepare for and lead discussion about philosophical works.

EDU603 – Teaching with Technology
3 Credits
The course is designed to help prepare teachers looking to integrate the use of digital technologies into their practice. The course combines theory and practice to provide students with (a) practical strategies for employing technology in classrooms and (b) conceptual strategies for integrating technologies into effective pedagogy. The course will involve the reading of relevant articles, class discussions and laboratory sessions with technology-enhanced curricular units.

EDU604 – Assessment and Evaluation
3 Credits
This course covers the wide range of assessment tools and evaluation techniques.

EDU610 – Elementary Science Methods and Content
3 Credits
This course prepares participants for teaching science in the elementary grades through a thorough analysis of science content and Next Generation Science Standards, as well as the latest approaches to methodology and pedagogy. Hands-on practice and field experiences supplement work on elementary science content, lesson and unit planning, and doing laboratory work with children. Topics include the fundamental principles and interrelationships among various areas of science (life, physical, environmental, earth and space), the scientific method and investigation to solve problems, and how to engage students in acquiring new knowledge.

EDU611 – Elementary Social Studies Methods and Content
3 Credits
This course focuses on information technology security assessment of Compliance and Governance laws and regulations within a corporation. The student will recognize and discuss Audit characteristics, Auditing tools, frameworks and techniques. The course provides the student with case studies of current corporation audit issues and challenges. Through discussion questions and course interaction the student will enhance their decision making and critical thinking skills while developing a strong understanding of the Compliance and Governance of Corporate IT Security Audits.

EDU612 – Elementary Literacy Methods and Content
3 Credits
In the course, participants will gain an understanding of the cognitive foundations of reading comprehension, current theory and practice related to literacy, and their influence on methods of instruction and assessment. This includes an emphasis on the interrelationships between reading processes

and language learning as well as personal writing experiences, writing in various genres and management of writing workshops.

EDU620 – Content Area Reading and Writing
3 Credits
The course is designed to help teachers develop an understanding of specific strategies that readers must use to achieve deep comprehension of content material with a focus on middle grades and high school grades. Students will explore cognitive foundations of reading comprehension and their influence on methods of instruction and assessment, as well as the interrelationships among reading processes and language learning. Theory and practice relationships will be explored as course participants experience and learn about text structure, use of background knowledge, comprehension connections, inferencing, strategies for active engagement, socio-cultural influences on reading, reading/writing relationships, text sets and assessment of content reading.

EDU621 – Dynamics of Middle School
3 Credits
In the course participants work to understand the dynamic environment of middle schools and young adolescents, and to consider the impact of middle school principals, structures and practices on classroom learning and instruction. Course participants will examine the unique characteristics of middle school learning and the educational needs of young adolescent learners, and they will compare and contrast a variety of middle school models, including policy statements, visions and reform proposals.

EDU622 – High School Methods and Content
3 Credits
This course introduces teaching and learning strategies that aid students in becoming effective educators in the high school (9-12) setting. Emphasizing current research, each course is a comprehensive study of teaching methods in the following disciplines: English, mathematics, sciences, social sciences and world languages. Lesson and unit planning and assessment of student learning are elements of the course.

EDU630 – Foundations of Learning in a New Language
3 Credits
The course explores historical, political, sociocultural, and educational practices that impact linguistically and culturally diverse learners in American schools. Topics include historical and current federal and state laws regarding the learning of English as a new language, foundations of first and second language acquisition, child development, sociocultural theory, and comparative international language instruction. Major instructional models are discussed, with a deepened appreciation for factors contributing to sustained student achievement. This course can be applied towards an endorsement in English as a Second Language on a Professional Educator License.

EDU631 – Critical Issues in Literacy
3 Credits
In the course, participants examine the cognitive foundations of reading comprehension, current theory and practice related to literacy, and their influence on methods of instruction and assessment. This includes an emphasis on the interrelationships between reading processes and language learning as well as personal writing experiences, writing in various genres, and management of writing workshops.

EDU632 – Applied Linguistics for Language Educators
3 Credits
Through this course, participants will become knowledgeable about the nature and

structure of language and how first and second languages develop. Participants will explore language teaching strategies consistent with the current understanding of the nature, structure, and development of language. By developing a repertoire of effective strategies, participants will become more proficient at supporting students' second language development. Teachers will investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.

EDU640 – Program Design and Evaluation
3 Credits
Focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K-12, higher education, private and public sectors, introduces models and methods of learning theory and cognition, and learning assessments as a response to identified needs and gaps in intended organizational results. Students will investigate applications and practices of learning design, cognition and evaluation relevant to their academic and professional interests.

EDU641 – Virtual Learning, Collaboration and Transmedia
3 Credits
Explores virtual and integrated learning technologies and their applications to learning organizations, learning communities, educational settings. Future-ready technologies and techniques are applied for experiential, collaborative, social, and distributed learning. Students investigate virtual communication tools, integration of social media, virtual collaboration tools, digital storytelling, and their application to their professional and scholarly interests.

EDU642 – New Learning and Emerging Technology
3 Credits
Explores integration of learning theory and emerging technologies to create impactful and innovative learning. Students will individually master new technologies and collaboratively transfer skills to others. Students will collectively develop strategies for applying new technologies in practice and evaluate the effectiveness of new learning technologies in the workplace.

EDU650 – Science, Technology, Engineering and Mathematics (STEM) Teaching and Learning
3 Credits
Science, Technology, Engineering, Mathematics & societal and ethical issues, problems, and advances including ethical, historical and contemporary concerns and technological advancement.

EDU651 – Engineering Design for School Teaching and Learning
3 Credits
One of the most important findings in educational research is that students learn best by doing. Each class session will include opportunities for students to engage in active learning, small group discussions, and critical thinking. In-class and out-of-class assignments and readings will help students develop their teaching practice.

EDU652 – Visualization for Math, Science, and Technology Education
3 Credits
This class will introduce principles and techniques for visual communication and will provide opportunities for science and engineering majors to acquire practical skills in the visual computer arts in a studio environment. Through weekly class activities and three creative projects, students will learn how to create graphics for print and web, animations, and interactive media, and how to use such visualizations to effectively

represent scientific and engineering concepts for teaching and learning. The weekly class discussions initially will focus on assigned readings and media, so that students build understanding of how the human brain processes visual information, how artists create effective images, and how scientists and engineers might use visualizations to communicate concepts in their field to diverse audiences. As students begin working on hands-on creative projects in print graphics, animation, and interactive media, the discussions will evolve toward presenting work in progress in class, listening to and accepting feedback, and providing constructive critique to peers.

EDU690 – Capstone Integration Experience
3 Credits
Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field or a scholarly presentation presented at a career related professional or research conference. Students design a plan for this project, accumulate supporting data through completed coursework and develop an E portfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the Program's Learning Outcomes (PLOs). Students will report their findings using narrative developed with transmedia. Students will develop an understanding of learning assessment models, various approaches to developing learning portfolios and apply various tools of technology for development and presentation of their integrated analysis of their learning.

FIN610 – Financial Strategy
3 Credits
This course develops financial, analytical, and communication skills necessary to develop and implement a financial strategy consistent with firm value creation in a dynamic environment. It stresses the impact of ethical and legal considerations, global markets, and technological innovation on efficient economic outcomes. Emphasizes written and oral communication skills. Upon completion of this course, students should be able to identify and analyze a firm's strategic opportunities and propose a suitable financial strategy that is consistent with firm value creation.

FIN620 – Financial Risk Management
3 Credits
This course provides an overview of all of the hedging markets and hedging instruments. It explores specific hedging use of options, forwards, futures, swaps, and options on futures. It focuses on advanced financial risk management of interest rates, currency rates, equity returns, and fixed income returns. Students use readings and case problems to study when and how to use hedging instruments to alter a portfolio's risk exposure.

FIN630 – Mergers and Acquisitions
3 Credits
This course explores the environments that have recently given rise to a large number of corporate mergers and the business factors underlying these corporate combinations. It examines the financial, managerial, accounting, and legal factors affecting mergers. Studies how to appraise a potential merger and structure a merger on advantageous terms.

FIN640 – Valuation and Value Creation
3 Credits
This course explores recent developments in financial management and financial analysis through the use of modern finance theory to make capital allocation decisions that lead to long-run value maximization for the

corporation. Focuses on applications and financial model building, risk analysis for valuation applications, and business strategies to measure and manage corporate value and value creation. Topics are relevant to value consultants, corporate managers, and securities analysts.

FIN660 - Algorithmic Trading and Quantitative Investment Strategies

3 Credits

This course covers advanced financial analytics and their practical applications to algorithmic trading and quantitative investment strategies. To that end, all of the topics covered-stochastic processes, option pricing, investment strategies, back test simulation, data and computational architecture, portfolio construction, trading implementation, and risk management-will be developed in the context of specific quantitative trading strategies.

GIS500 Concepts of Geospatial Thinking and Digital Cartography

3 Credits

This course introduces students to the concepts of Geospatial Thinking. It also focuses on the rules of Data Visualization and principles of Cartography using Geographic Information Systems. Also teaches the essential skills in Spatial Interpretations through the use of ArcGIS software package including 3D analysis. The course is composed of two components: lectures and labs. The lectures will discuss the above theories and concepts and the labs will reinforce them through hands-on exercises and projects.

GIS580 - Geospatial Intelligence
3 Credits

The course introduces students to the application of GIS (Geographic Information Systems) technology to business studies and management, emphasizing the concepts and theories of Geospatial analysis, location intelligence and information systems applied to business and management. It uses Geospatial software, Business Analyst and Segmentation Module extensions to familiarize students with business solutions using GIS and Spatial technology.

GIS581 - Geospatial Analysis and Modeling

3 Credits

The course introduces students to enhanced application of GIS, Spatial Information Technology, Business Intelligence (BI) programs to business and management issues. It explores existing and potential capabilities of technology in conducting spatial business analysis, simulations, spatial modeling and visualization.

The course discusses advanced GIS and BI concepts as strategic decision-making IT/business tools that support marketing research and analysis, logistics, management science, operations and information systems, international business and strategic decision-making.

Prerequisite: GIS580 or permission of instructor

GIS582 – Remote Sensing, Geospatial Technology in Raster Analytics
3 Credits

This course demonstrates how each part of the electromagnetic spectrum is used to gather data about Earth. Describes Remote Sensing, GPS and LIDAR technologies, also demonstrates limitations imposed by satellites, aircraft, and sensors. Surveys various methods to access and apply Earth observation/Remote Sensing data.

Also, the objectives of this course are to develop analytical spatial thinking within raster environment through in-depth spatial

analysis and modeling utilizing Spatial Analyst and Model Builder. The course provides experience in building up the decision/planning support systems through integrating Geographic Information Systems, spatial models and visualization tools in raster format.

GIS583 - Geospatial Web and Mobile Programming
3 Credits
The course brings students with Geospatial Intelligence tools to mobile and Web world. Students will learn how to program Geospatial analytical tools for the Web and mobile devices, also how to create mobile GIS applications using Java, giving you the flexibility to create specific GIS tools for people working on the move. The course develops skills to program Geospatial analysis functions in Web and mobile environments and utilize ArcGIS PRO Geospatial Intelligence software for strategic decision making "live" and on the move. Prerequisite: GIS580 or permission of instructor.

GIS584 3-D Visualization and Mobile Programming
3 Credits
In this course students will learn how to create and share realistic 3D visualizations that engage viewers and support informed decision making. They will get familiar with the ArcGIS Pro 3D environment and learn a variety of techniques to create and enhance 3D scenes. Also, students will study mobile programming and utilize Python for analysis to enhance decision making

GIS585 - Geospatial Intelligence Applications in IT, Business, Management, Health & Government Operations
3 Credits
The course focuses on designing, planning, and completing a hands-on capstone project using GIS & Spatial Technology to reveal concepts and demonstrate the power of integrative analysis and visualization to enhance business decision-making within a particular company of choice.
The final group project is the important part of students' analysis and synthesis of the material, enable to gain greater insights and develop a deeper level of understanding through sharpening analytical and critical thinking abilities of getting competitive advantage through applying Geospatial Intelligence technology to decision-making enhancement. Prerequisite: GIS580 & GIS581 courses or permission of instructor.

GIS586 – Smart Cities Concepts: Geo Analysis, Modeling and Implementation
3 Credits
Students will learn major concepts of Smart Cities approach that experiences extensive growth all over the World. They will apply Geospatial Intelligence Technology to solve multidisciplinary problems to design and implement decision making tools to designing Smart City. Major focus is on applying different Geospatial techniques to find better solution for internally and externally connected pieces of city infrastructure.

GIS587 – GIS Project Management
3 Credits
There is no fundamental difference between the planning and management of GIS projects and other information technology projects. In fact, the PMI develops and promotes project management standards from a premise that all types of projects can benefit from a common set of practices and methods. In this course, students will adopt this general concept and show how PMI standards and practices apply to GIS environments.

GIS590 - CAPSTONE: GIS Applications in IT, Business, Management, Health & Government operations
3 Credits
The course focuses on designing, planning, and completing a hands-on capstone project using GIS & Geospatial Technology to reveal concepts and demonstrate the power of integrative analysis and visualization to enhance business decision-making within a particular company of choice. The final group project is the important part of students' analysis and synthesis of the material, enable to gain greater insights and develop a deeper level of understanding through sharpening analytical and critical thinking abilities of getting competitive advantage through applying Geospatial Intelligence technology to decision-making enhancement.

HLTH500 – Healthcare Systems
3 Credits
This course is designed to advance understanding of the forces shaping the present and future health care delivery system. Students examine the major institutions, professions, and political factors that influence the provision of healthcare services in the United States.

HLTH510 – Managing Healthcare Organizations
3 Credits
This course provides the student with a comprehensive overview of health administration in the United States. Areas to be covered include providers, payers, governance, management, the medical staff, community health, and quality initiatives. This course is highly interactive and requires students to engage in discussions and group assignments and projects.

HLTH520 – Healthcare Policy, Law and Ethics
3 Credits
This course explores how healthcare policy in the U.S. is initiated, formulated and implemented and provides an understanding of ethical and legal issues inherent in the provision of health services. A comparative, cross-national and cross-state perspective is employed to analyze political culture, interest group and party behavior, the legislative and executive processes, and the dynamics of federalism. Legal issues related to the organization and delivery of health care are examined, along with the ethical and moral considerations associated with the management of health care facilities and the provision of health services.

HLTH530 – Decision Analysis for Healthcare Managers
3 Credits
In this course, students draw on scientific evidence, patients' preferences, and expert opinions to analyze managerial decisions and identify optimal alternatives. The course covers applications of decision analysis to practice patterns, benchmarking, probabilistic risk assessment, cost analysis, conflict analysis, and measurement of severity of illness. Analytical tools such as multi-attribute value models, Bayesian probability networks, and decision trees are covered. Students acquire an understanding of the analytical tools used in healthcare, including benchmarking performance of clinicians, implementing projects planning scenarios, allocating resources, analyzing the effect of HMO penetration, setting insurance rates, conducting root-case analysis and negotiating employment agreements.

HLTH540 – Physician Group Practice Management
3 Credits
This introductory course examines the business of medicine with an emphasis on proven techniques employed by successful physician practices. Topics include managing cash flow, productivity, appointment scheduling, risk management,

revenue management, personnel, and the external factors reshaping the clinical practice of medicine.

HLTH550 – Financial Management of Healthcare Organizations
3 Credits
This course offers an introduction to the most-used tools and techniques of health care financial management, including health care accounting and financial statements; managing cash, billings and collections; making major capital investments; determining cost and using cost information in decision-making; budgeting and performance measurement; and pricing. Areas of expanded content include revised examples of financial statements for private non-profit hospitals and investor-owned hospital management companies, changes in bad debt and charity care, the role of financial statements, the discount rate or cost of capital, lease financing section, use of cost information, budgeting, cost centers, and current forms of reimbursement.

HLTH560 – Public Health
3 Credits
This course prepares professionals to understand and resolve complex health issues and enhance the well-being of different local, state and national communities. This course educates and develops leaders in the health care workforce by aligning them with academic-community partners and by empowering students to address relevant public health problems. Students are exposed to core public health knowledge and public health policy issues using principles from such fields as epidemiology, biostatistics, environmental health sciences, management, social and behavioral sciences, and academic research, preventative medicine, data collection, measurements and future challenges.

HLTH570 – Global Health Systems
3 Credits
This course introduces the structures and mechanisms of health systems worldwide, including those in wealthy, transitional and very poor countries. Inter-disciplinary examination is made of the achievements of global health systems, as well as such challenges as the burden of diseases and health system development. Ways to improve healthcare systems are explored at the national and global levels in terms of evidence-based medicine, cost-effectiveness, quality of care, equity, and human rights.

HLTH600 – Healthcare Informatics, Analytics, and Technology
3 Credits
This introductory course explores the dramatic changes that information technology is making in the healthcare setting, and the role of the healthcare administrator in relation to that technology. This course includes an overview of medical informatics and analytics and its application to evidence-based medicine and improved patient outcomes. Additional topics include the process of transforming data into usable information, electronic health records, understanding the roles of the Information Service Department, Telemedicine, and the Internet.

HLTH610 – Marketing and Competitive Strategy in Healthcare
3 Credits
This course explores the application of marketing theories to the health care industry. Marketing concepts and competitive strategies are introduced. Emphasis is placed on methods for developing organizational strategic plans using the marketing approach.

HLTH620 – Health Insurance and Risk Management
3 Credits
This course addresses the financing and reimbursement functions associated with

medical care in the United States. Primary attention will be directed toward the economic purpose, structure, operation, and performance of the private health-insurance industry. Emphasis will be placed on the business of providing health-insurance products such as underwriting, and on medical claims cost control, pricing, and marketing. In that context, managed-care techniques, benefit package designs, including consumer directed health plans, and cost-sharing mechanisms will be discussed. Attention also will be paid to the Medicare and Medicaid programs, the impact of government regulations on the operation and performance of the private health-insurance industry, and health care reform in the United States.

HLTH630 – Organizational Behavior in Health Care
3 Credits
This course integrates the study of organizational behavior and organizational theory within the dynamic context of the health care industry. Students explore health care organizations from both the micro level, individual behavior in leadership, intrapersonal and interpersonal issues, groups and teams, managing organizational change as well as the macro-level, the organization as a whole. Future and practicing health care managers alike will benefit from this course, which draws deeply from current research articles, case studies and health care management journals.

HLTH640 – Introduction to Health Information Technology
3 Credits
This course is an introduction to health record systems in the non-acute health care settings available to the health information professionals and health care administrators and managers. Emphasis is placed on regulatory issues, documentation practices, reimbursement, information systems, quality improvement, utilization management, risk management and the roles of the health information professionals and current trends in the field. The course provides practical experience in the use of software programs commonly used in health information technology and database programs in the manipulation and use of health information.

HLTH690 – Capstone Project in Healthcare Systems
3 Credits
The Capstone Project is the major, integrative learning activity of the *Master of Healthcare Administration* program. Each student will work with an actual healthcare organization, under the supervision and direction of a faculty adviser, with the objective of developing a real-world solution to an organizational challenge. The Capstone Project will allow students to demonstrate the ability to translate theory into practice using all the learning goals of the program.

HOTO 610 – Hospitality and Tourism Management
3 Credits
This course provides an extensive overview of the structure and scope of the travel/tourism and hospitality industries from a management perspective. It examines the components of the tourism industry: transportation, accommodation, food and beverage, and attractions. Other topics include the history, political, social and cultural impacts tourism has on local, state and global environments.
Students will examine and analyze case studies drawn from the hospitably and tourism fields that promote best practice management skills.

HOTO 620 – Marketing and Advertising in Hospitality and Tourism
3 Credits
This course examines advanced concepts used to identify, develop, and promote tourism and hospitality products and

services. Issues such as marketing, sales, advertising, and promotion for the tourism and hospitality industry will be explored. Case studies from different regions will be used to illustrate both areas of opportunity and challenges to product development. Trends in marketing including the integration of marketing communications, customer relationship management, global markets, and the impact of e-commerce and the expanding organizational role of marketing are studied.

HOTO630 – Financial Management and Planning in Hospitality and Tourism
3 Credits
This course covers advanced concepts of issues related to the sustainable planning and management of tourism and hospitality businesses. Planning, conservation of resources, monitoring and assessment, environmental audits, visitor management, and green building construction and retrofits will be discussed. The course also provides a detailed review of the most widely-used financial management and accounting systems for the industry.

HOTO640 – Applications of Technology in Hospitality and Tourism
3 Credits
This course focuses on how technology is positioned as an effective strategic driver in the hospitality and tourism business. The student learns to understand the challenges and develop strategic objectives to implement and develop high-potential technology managers. Student will work on case studies of current technology challenges, including implementation and maintenance of complex scheduling and reservation systems. Instructor and student peer interaction will promote critical thinking and decision making skills to enhance technological decision making that affects the strength of the corporation.

HOTO690 – MBA Internship in Hospitality and Tourism
3 Credits
For students who are not working in the industry, the internship offers the opportunity to put learned theory to practical application in a supervised work environment. Students are required to complete a minimum of 180 hours in the workplace and complete a portfolio on the internship. Periodic conferences between the site supervisor and Program Department Chair are scheduled to monitor and evaluate student progress.

MCAP520 – Enterprise Data Management and Administration
3 Credits
This course focuses on data storage, security and reporting needs of an enterprise-level management information system. Also examined are management and administration of very large and/or distributed database architectures with large geographic topographies. Security issues surrounding management and administration of large distributed enterprise-level databases are presented, as are network and integration issues associated with such systems.

MGMT610 – Executive Leadership
3 Credits
This course examines the characteristics and skills that allow leaders to make positive contributions to their organizations. It offers students the opportunity to improve their skills through the use of simulations, role-plays, case analyses, and discussions. Skills examined and practiced in this course include developing and communicating a vision, systems thinking, team building, and decision making.

MGMT620 – Legal Aspects of Management
3 Credits

This course introduces students to business-related aspects of the American legal system. Students are exposed to a variety of areas including constitutional law, administrative law, dispute resolution, business formation and equal employment opportunity as well as contracts, torts and property. The emphases of the course are issue recognition and the resolution of such issues through application of legal principles.

MGMT630 – Managing Organizational Diversity
3 Credits
This course focuses on providing students with an understanding of themselves within cultures and subcultures and their responses to difference; other people (bosses, coworkers, subordinates, clients, and customers); and differences among organizations. The course develops the point that managing diversity well is the essence of good management.

MGMT640 – Managing Change
3 Credits
This course examines contemporary theories and practice in managing change and preventing and managing crisis. The focus is on applying theoretical concepts from the fields of organizational behavior and strategic human resource management (HRM) to the practical challenges of managing organizational change and transformation.

MGMT650 – Asia-Pacific Rim Management
3 Credits
This course focuses on impact of the world and US economic impact of the Asia-Pacific Rim countries. Select cases of managerial challenges in the Asia/Pacific region are covered, combining a specific national/territorial setting with a management topic (i.e., staffing, ethics, incorporation, joint venture management, distribution analysis). Emerging issues such as the new political economy of Northeast Asia, post-industrial globalism in Japan and the Indian investment environment change are covered. Case studies and analyses are amongst the learning tools for students in this course.

MGMT660 – Global Negotiations
3 Credits
The focus of this course is on negotiations in a global context. Various negotiation strategies along with their benefits and pitfalls are covered. Cross-cultural negotiations and their impact on approach form an essential element of the course and (i.e., required sensitivity when negotiating with individuals from different parts of the world). Students participate in a variety of hands-on activities, such as scenario driven discussions, case studies and student-to-student negotiation.

MGMT665 - Investment Management
3 Credits
This course is an introductory investment course that focuses on practical applications as well as analytical analyses of investment theories. It provides the basic knowledge about financial markets, valuation of investment tools, and different investment strategies. Those students who want to start a career as investment professionals or who want to improve their decision-making as individual investors will find this course very useful. The major topics include financial markets and instruments, portfolio theory, valuation of equity and fixed-income securities, options and futures.

MGMT675 – Human Capital Management
3 Credits
This course explores the principles of managing and developing strategic human

resources. It further examines alternative solutions to strategic human resources problems, critical analysis of human resource solutions, and the key concepts of motivation and rewards towards managing problems and incorporating solutions. Topics to be covered include identifying factors and issues associated with effective policy development in human resources, evaluating training and development alternatives, negotiating union contracts, and comparing different perspectives on human behavior and motivation and analyzing how these translate to the organizational reward systems.

MGMT680 – Organizational Training and Development
3 Credits
This course examines the human relations theory and practice through individual, group, and organizational performance. Topics include perspectives on organizational behavior, optimizing individual performance, training programs, leadership development, organizational design and structure, change, and improving organizational effectiveness.

MITM610 – Ethics in Information Technology
3 Credits
This course focuses on issues surrounding professional codes of ethics, file sharing, and infringement of intellectual property, security risk assessment, Internet crime, identity theft, employee surveillance, privacy, compliance, social networking, and the ethics of IT corporations. Also examines ethical decision-making for current and future business managers and IT professionals and learn how to examine the various ethical situations that typically arise in IT.

MITM630 – Systems Analysis, Planning and Control
3 Credits
This course introduces concepts and tools of systems development and implementation, and emphasizes using the life-cycle approach to effectively manage business information. The course provides practice in each major phase of the life-cycle approach: planning, analysis, design, implementation and operation/support. Business re-engineering techniques and project management models are used.

MITM640 – Decision Support and Expert Systems
3 Credits
This course focuses on design, development and implementation of effective systems for meeting information needs of management decision-makers. The course explains both model-based and databased decision support systems and their use by managers in functional areas. Spreadsheets and applied artificial intelligence models, such as artificial neural network, and/or rule-based expert systems software, may be used to introduce the decision-support process.

MLS610 – Planning Law
3 Credits
This course examines the application and administration of planning law at the local level. The tension between constitutionally protected rights and governmental regulation is explored as it emerges in decisions regarding land use, environmental protection and growth management.

MLS620 – Intergovernmental Relations
3 Credits
This course provides an understanding of the nature and dynamics of the American federal system of government: the functions, powers and service delivery capacities of county, municipal and special purpose district governments, the creation of new jurisdictions, the reciprocal influences of local, state, and federal bureaucracies, the grant-in-aid system and revenue sharing among different units of government. A

special emphasis is placed on the complex nature of state-local and inter-local relations in an urban setting.

MLS630 – Administrative Law
3 Credits
This course studies the legislative, adjudicatory and general policy-making powers of administrative agencies and regulatory commissions, and the scope of judicial review of administrative action. The course is directed primarily toward an analysis of the political nature of bureaucracy, and secondarily toward the procedural requirements for administrative policy-making.

MLS640 – Environmental Law and Regulatory Policy
3 Credits
This course examines the development of environmental law and regulatory policy in the United States. It provides an overview of the scope and substance of environmental law and the various regulatory techniques they employ. Both criminal and civil litigation surrounding the implementation of environmental law are examined.

MPM610 – Project Management Structure and Culture
3 Credits
This course examines the importance of understanding corporate cultures and their influence on project success. Students improve their identification and evaluation skills through simulations, role-playing, case analyses, and discussions. Areas examined and practiced in this course include identifying characteristics of organizational culture, evaluating project management structures, developing an organizational culture and project management structure plan.

MPM620 – Project Management and the Enterprise Communication Plan
3 Credits
In this course, students examine the importance and complexity of maintaining proper communication throughout the project lifecycle. Students improve their communication planning and management skills through simulations, role playing, case analyses, and discussions. Topics examined and practiced in this course include stakeholder management, developing a communication matrix, ongoing project communications, change management and proper project closure.

MPM630 – Project Risk and Management
3 Credits
This course strengthens the student's ability to identify, evaluate and manage project risk. Students improve their evaluation and analysis skills through simulations, role playing, case analyses, and discussions. Areas examined and practiced in this course include risk identification, risk probability assessment, contingency planning and risk response control.

MPM640 – International Project Management
3 Credits
This course prepares the student for managing the unique characteristics of international project management. Students improve their evaluation, analysis and planning skills through simulations, role playing, case analyses, and discussions. Areas examined and developed in this course include outsourcing best practices, negotiation & managing across distances, cross-cultural communication and management techniques.

MPP610 – Governmental Theory
3 Credits
This course introduces students to the field of comparative government and politics through an examination of most common political systems. Special attention is given to the basic concepts of the ethical use of power and

political culture, decision-making, and communications.

MPP620 – Grant Writing and Administration
3 Credits
This course introduces students the basic points of grant writing and administration. The focus is on writing and evaluation of proposals and applications. Students develop a program, practice pre-writing exercises, write sections of a proposal and letter of inquiry, and prepare budgets for Foundation Grants and Federal Non-Construction Grants. The emphasis is on operating grants including grant research and construction grants.

MPP630 – Public Budgeting and Finance
3 Credits
This course reviews the history of different approaches to public budgeting and examines the budgeting process in government. It examines the development of public planning at all levels of government with an emphasis on budgetary process. Consideration is given to revenue sources, administration, and structure of taxation.

MRKT610 – Strategic Marketing
3 Credits
The focus of this course is strategic marketing analysis and marketing planning. Students study the components and construction of a strategic marketing plan, and they learn to analyze complex marketing situations/decisions. This course reviews trends in marketing including the integration of marketing communications, customer relationship management, global markets, the impact of ecommerce and the expanding organizational role of marketing.

MRKT620 – Marketing Research
3 Credits
This course considers the development, implementation, identification and generation of information from research as input to marketing decisions. Emphasis is given to the marketing manager's perspective in determining whether additional information is needed and, if so, how the information should be acquired. Topics include problem definition, model building, systems design, research design and budgeting, and interpretation and reporting of information. This course makes extensive use of statistical software.

MRKT630 – Multinational Marketing
3 Credits
This course introduces the student to global marketing concepts and strategies. It examines problems of performing various marketing functions in other countries. Emphasis is on understanding the different cultural, economic, political, social and legal environments in which a firm's product might be marketed in global settings and formulating strategies for such markets.

MRKT640 – Digital Marketing
3 Credits
Recent changes in consumer behavior and opportunities, problems, tactics and strategies associated with incorporating electronic methods into the marketing function are examined. The course also includes discussion of current metrics used to gauge the effectiveness of digital advertising. Subjects include eCommerce, Lead Generation, Retargeting; Web Sites, Media Planning, Branding; On-Line Advertising, Advertising Tools, Display Advertising; Digital Campaigns; Search Engine Marketing; Social Media Marketing; Mobile Media.

MRKT650 - Marketing Analytics
3 Credits
This course will focus on developing marketing strategies and resource allocation decisions driven by quantitative analysis. Topics covered include market segmentation, market response models, customer profitability, and social media, paid search

advertising, product recommendation systems, mobile geo-location analysis, media attribution models, and resource allocation.
The course will draw on and extend students' understanding of issues related to integrated marketing communications, pricing, digital marketing, and quantitative analysis. The course will use a combination of cases, lectures, and a hands-on project to develop these skills.

RES680 - Capstone in Data Analytics
3 Credits
This course is designed to help students with capstone project writing and presentation. This course includes all the forms, recommendations and suggestions about the capstone project in analytics.

DBA760 – Global Leadership and Business Communication
3 Credits
This course focuses on building an overall systems-level approach to global leadership. Key issues to be explored include differences in individual and group behaviors, cultural differences in belief systems, building multi-cultural teams, the roles of creativity, problem-solving, and innovation, social responsibility, sustainability, and how to think globally and act locally. In addition, students will explore and develop the tools needed to effectively communicate to peers, employees, supervisors, external stakeholders, and the community. This course also provides the opportunity for students to gain mastery of electronic communication technologies.

DBA705 – Business Statistical Analysis
3 Credits
This course provides a practical survey of design and analytic approaches for non-laboratory research within and among business organizations. Attention is given to the review of quantitative and qualitative research strategies, design issues, levels and types of measurement, archival and survey data collection, grounded and phenomenological research techniques, action- research, validity and reliability, and the ethics of research. Students will also be exposed to foundational knowledge of the philosophy of science, including the construction, use, and critique of prevailing concepts and theories.

DBA765 – Global Business, Geo-Political and Social Issues
3 Credits
This course will provide an overview of the historically-rooted, current, and emerging geo- political and social issues defining the context for global business. Issues to be explored include competing models of globalization, global demographics and epidemiology, the distribution of wealth, poverty, and resources, food, water, and waste disposal issues, multi-national, civil, and religious conflict, infrastructure development issues, public-private partnerships, and major global humanitarian initiatives.

DBA715 – Organizational Dynamics, Ethics and Decision-Making
3 Credits
This course will focus on the theory and practice of leading organization-wide interventions designed to improve the organization's performance within a rapidly changing global business environment. Major topic areas to be covered include models of change, variables in the organizational environment, different types of organizational structures, techniques of quality management and continuous improvement. Additional focus will be given to such issues as organizational culture, employee motivation, values, and team-based performance. This course also compares and contrasts different ethical traditions in different countries. It explores and develops student inquiry into a variety of different ethical issues arising out of international business transactions, including models of global citizenship, cultural hegemony, religious differences, social governance issues, the ethics of doing business with pariah nation/states.

DBA740 – Accounting and Financial Management
3 Credits
This course will stress the use of finance as a multinational management tool by presenting the basic concepts and tools

necessary to assess and manage an organization's financial position within a given marketplace. The course will focus on the techniques of basic accounting, creating financial statements, conducting ratio analyses, and the uses of accounting reports in management decisions and in controlling business operations. Regulatory reporting compliance, the determination of exchange rates, budgeting for strategic investment, and the management of risk will also be covered. At the conclusion of this course the student will be able to: 1) Understand and use principles of finance and accounting to effectively manage an organization within a global and multi-national environment. 2) Create and interpret accounting and financial reports 3) Understand and appreciate differences in financial regulations and policies affecting business reporting requirement and overall financial performance.

DBA727 – Business Innovation and Sustainability
3 Credits
This course presents and explores models of environmental, social and economic innovation within a global business context of sustainability. The roles of new technologies, including innovations in global communication, supply chains, production models, and distribution channels will be explored. Specific attention will be given to creative problem-solving in established and emerging global organizations. At the conclusion of this course the student will be able to: 1) Understand and use different models of environmental, social and economic problem- solving 2) Recognize opportunities and develop innovative solutions within multi-national and global firms.

DBA770 – International Marketing in Business
3 Credits
This course will present and explore principles of global and multi-national marketing. It will focus on models and condition for leveraging a company's assets, experience and products globally and adapting to what is truly unique and different in each country. Additional emphasis will be placed on how differences in national values, customs, language, and buying patterns can be incorporated into effective marketing and sales strategies. It will also discuss building unified global communication strategies for attracting similar customers regardless of the geographic areas in which they are located. At the conclusion of this course the student will be able to: 1) Understand and apply different models and approaches to global and multi-national marketing 2) Recognize and apply differences across nations and cultures in an integrated marketing strategy and 3) Build and manage global communication strategies using current and emerging electronic technologies.

DBA730 – Conflict Resolution and Negotiations
3 Credits
This course develops an understanding of the principles, strategies, and tactics of effective negotiation and professional relationship management. It will focus on increasing student awareness and understanding of ethical principles and stakeholder considerations that influence the choices offered and made in transactions and relationships within the context of global

business. A particular emphasis will be placed on various strategies and tactics for resolving conflicts, transactional and interpersonal differences, and disputes across different cultures, nations, languages, and value-sets. The course methodology will be highly participative and utilize class discussion, assigned readings, and simulations in one-on-one, and group situations. At the conclusion of this course the student will be able to: 1) Understand and appreciate alternatives to conflict in resolving differences in goals, values, religious orientation, and cultural perspectives. 2) Understand and use the tools and techniques of effective negotiation to achieve positive, and mutually desired goals and 3) Actively mediate and resolve interpersonal conflicts between and among stakeholders with different goals, values, and cultural perspectives.

DBA745 – Project Management Framework and Processes
3 Credits

The course will focus on five knowledge areas of project management: integration management, scope management, time management, cost management, risk management and quality management. The course will introduce project management methodologies, explain the project life cycle, and walk through the process of developing a project charter and project plan. The course will incorporate the processes of initiating a project, planning the project, executing the project, monitoring the project, and closing the project into these knowledge areas. Project management topics will include scheduling, cost budgeting, and quality planning. Risk management areas will include identifying, managing, minimizing, and controlling risks. The professional code of conduct and social responsibilities involved in project management will also be addressed. At the conclusion of this course the student will be able to: 1) Demonstrate mastery of the five knowledge areas of project management. And 2) Understand and actively apply the professional code of conduct and social responsibility of project management.

DBA750 – Human Resources and Risk Management
3 Credits

This course will focus on the human resources and communications knowledge and skills needed to successfully manage a project. The course will cover topics such as developing human resources plans, managing and developing project teams, communicating to stakeholders, distributing information, managing expectations, and communicating project status and performance. Students will learn how to develop human resources and communication plans. The course will cover appropriate communication channels for project stakeholders. At the conclusion of this course the student will be able to: 1) Establish and communicate goals clearly 2) Effectively communicate and disseminate information up, down and across the organization 3) Identify and assign team roles and responsibilities 4) Develop HR and communication plans.

DBEC700 – Principles of Research and Writing

In this course students will be introduced to the literature and techniques of doctoral research. Special attention will be given to the development of research proposals and

the presentation of research, including individual guidance in the form and style of research writing. The course must be taken during the student's first year in the program.

DBEC710 – Quantitative Research Methodology

This course will focus on the application of quantitative techniques. The course will focus on how to identify the relationship between variables and conduct descriptive and experimental research. The course will be a practice-based course and will use statistical software applications to test relations between variables. The course will cover descriptive and inferential statistical techniques use for analyzing data in research. At the conclusion of this course the student will be able to 1) Understand how to select the appropriate type of quantitative method for empirical research 2) Identify the target population and sampling size needed to conduct reliable and valid research results 3) Understand how to design surveys and collect and analyze survey data 4) Use a statistical application to conduct ANOVA, regression, correlation, T-test and Chi square test and 5) Understand when to apply univariate, bivariate and multivariate analysis on research projects.

DBEC725 - Qualitative and Case Study Research Methodology

This course will focus on the application of qualitative techniques. Students will gain practical knowledge of qualitative approaches such as interviews, observations, contextual analysis, document analysis, and case studies. This course focuses on exploratory and descriptive qualitative research methods. At the conclusion of this course the student will be able to: 1) Learn to search and conduct analysis of secondary data (historical data, archival business data, published documents, and other sources of secondary data). 2) Learn how to research secondary data through electronic indexes and physical secondary resources. 3) Learn how to conduct structured and unstructured interviews; use projective techniques in interviewing; and when to apply different interview techniques. 4) Learn how to lead and moderate focus groups and analyze data obtained from focus groups. 5) Learn to conduct a descriptive study to identify associations between variables.

DBEC735 Statistical Methods and Data Analysis

3 Credits

This is a comprehensive course designed to provide students with a solid foundation in statistical techniques and data analysis principles. Students will have the opportunity to apply statistical methods to real-world datasets and gain practical experience in data analysis.

DBEC800 - Doctoral Research I: Proposal Development

3 Credits

This course introduces the dissertation process, including requirements, procedures, timelines, and research topic. Candidates will formulate the foundation of their research topic through the preparation of a dissertation prospectus and start writing the Introduction chapter. Candidates will define their topic of interest in this course.

Prerequisite: Completion of all Core Course requirements and have earned the distinction of doctoral candidate.

DBEC801 - Doctoral Research II: Introduction & Literature Review
6 Credits
This course adds to the research prospectus started in DBEC801 and introduces the role of the literary review in research. This course equips the candidate to find, evaluate and write about scholarly literature. The candidate will continue to narrow and refine their research focus through developing an argument for the proposed research that is grounded in a literature review. Candidates will write their literature review in this course. This course focuses on appropriate dissertation topics, writing specific research questions, and choosing a research methodology. Candidates will be required to: (1) fine tune the research question(s), objective, and hypotheses; (2) strengthen the literature review; (3) and write the research methodology chapter
NOTE: Candidates will be required to seek and receive IRB approval prior to conducting any research associated with this study.
Prerequisite: DBEC800- Doctoral Research I: Proposal Development

DBEC802 - Doctoral Research III: Methodology
3 Credits
This course focuses on appropriate dissertation topics, writing specific research questions, and choosing a research methodology. Candidates will be required to: (1) fine tune the research question(s), objective, and hypotheses; (2) strengthen the literature review; (3) and write the research methodology chapter
NOTE: Candidates will be required to obtain IRB approval prior to conducting any research associated with this study.
Prerequisite: DBEC801-Doctoral Research II: Introduction & Literature Review

DBA803- Doctoral Research IV: Results and Findings
3 Credits
This is the fourth of five research and writing courses that results in the dissertation. The majority of the work in this course is independent with check-in times and dates to be arranged between the candidate and their Dissertation Chair. This course requires the candidate to focus on producing a defense-ready draft of Chapters 1, 2, 3, & 4 undertaking modifications required by the dissertation committee.
Prerequisite: Doctoral Research III: Methodology

DBA804 - Doctoral Research V: Discussion and Defense
3 Credits
This final chapter will conclude with the interpretation of the research findings in relation to the theoretical body of knowledge on the topic and on the candidate's profession. The chapter begins with a discussion of findings in relation to the theoretical framework introduced in the literature review. The candidate will also explain what the findings mean for professionals and for practical implications. Course is pass/fail.

Prerequisite: DBA803- Doctoral Research IV: Results and Findings

DBA900 - Dissertation Defense
9 Credits
This academic activity is the formal defense of the dissertation. The final defense is an oral examination open to the public, during which the author of a thesis or dissertation demonstrates to his or her committee satisfactory command of all aspects of the work presented and other related subjects, if applicable.

Prerequisite: Dissertation Committee Approval Required

EDUC700 - Self-Insight and Personal Development as a Leader
3 Credits
This class is designed to help students understand themselves more fully in terms of their current leadership approach and their potential as a leader. Through self-assessment, 360° feedback, journaling, and other forms of self-discovery, students will develop enhanced understanding of themselves and their leadership style. They will engage in reflective learning to build their leadership capacity, and they will develop peer support structures and personal action plans to guide their ongoing growth and development.

EDUC710 - Leading Change in Educational Institutions
3 Credits
This course focuses on concepts, models, and strategies for leading and managing change initiatives in organizational settings. The course examines principles of ethics and their application to decision- making and value-based leadership in times of change. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Students explore resistance to change, challenges in facilitating change, and the role of both the leader and the follower in the change process.

EDUC715 - System Thinking and Decision Making
3 Credits
This course is a doctoral level analysis of research on models in contextualizing making connections among issues using systems thinking and decision-making processes. Topics in this course will relate the concepts of decision process applied to issues in the areas of: strategy formulation and business planning, creating and sustaining a competitive advantage, ensuring organizational system alignment to strategy, options and reasoning for strategic actions, strategic planning in environments of uncertainty and systems readiness for strategic growth. The essence of this course will help leaders define systems and apply strategic approaches.

EDUC720 - Leading Large Scale Transformation
3 Credits
This course explores the theories associated with, and methods utilized to produce, large scale transformative change in organizations. This course delves into: conditions for and drivers of large scale transformative change, planning large scale change efforts, leading and/or facilitating large scale change processes, stakeholder participation in large scale change, the change processes catalyzing transformative change, cultural implications of large scale change, and organizational learning.

EDUC725 - Case Studies for Educational Leadership; Solving Administrative Dilemmas
Case Studies for Educational Leadership gives educational leadership students an opportunity to project themselves into real-life administrative situations and prepare for positions in the field. Students will be asked to analyze complex problems, consider the moral ramifications of their approach, think on their feet, and ultimately solve the issue at hand. Components within each case study encourage students to reflect upon different approaches to solving the case studies, as well as the possible moral ramifications of each decision.

EDUC730 - Organizational Behavior and Management
3 Credits
The course will cover how individuals and groups interact within an organization. The

course will explore the considerations leaders face as they lead individuals and groups to meet organizational goals and objectives. The course will cover topics such as motivation, organizational culture, and diversity.

EDUC735 - Interpersonal Communications of Organizations
3 Credits
This course focuses on a variety of issues embedded in both interpersonal and organizational communication. These issues include trust, organizational climate, perception, motivation, and the communication process. The course also elaborates on patterns of miscommunication as these patterns affect organizational communication.

EDUC740 - Contemporary Issues in Education
3 credits
In this course, students will research and present contemporary issues and trends relevant to the field of education. Current literature and research is presented and discussed. Each topic is then examined from the perspective of stakeholders such as government, parents, students, social media, and the legal environment. Topics are determined in consultation with the professor as the student begins to develop a potential list of research possibilities that eventually may lead to the development of the dissertation topic and research questions.

EDUC745 - Conflict Management
3 credits
This course provides participants with the theory and best practices for understanding and managing conflict and their appropriate resolution. Students examine different contexts of interpersonal, team, and organizational conflicts and use methods for diagnosing the extent and severity of substantive and emotional differences. The relationships among conflict, communication, and trust breaking are discussed, as are the impacts of personal styles and values on conflict management. Trade-offs and risk analysis are considered in the mediation/resolution process.

EDUC755 - Technology Integration in Education
3 Credits
As technology plays an increasingly prominent role in education, this course focuses on how to effectively integrate technology to enhance teaching and learning.

EDUC765 - Assessment and Learning Outcomes
3 Credits
Students learn about various assessment methods, tools, and strategies to measure and improve student learning outcomes. This course often explores formative and summative assessment techniques.

EDUC775 - Curriculum Development and Design
3 Credits
Students in this course explore theories and practices related to designing, revising, and implementing educational curricula, with an emphasis on aligning curriculum with learning outcomes.

EDUC803 - Doctoral Research IV: Results, Findings, and Discussion
3 Credits
This is the fourth of five research and writing courses that results in the dissertation. The majority of the work in this course is independent with check-in times and dates to be arranged between the candidate and their Dissertation Chair. This course requires the candidate to focus on producing a defense-ready draft of Chapters 1, 2, 3, & 4 undertaking modifications required by the dissertation committee.

Prerequisite: DBEC802 Doctoral Research III: Methodology

EDUC804 - Doctoral Research VI: Discussion and Defense
3 Credits
This final chapter will conclude with the interpretation of the research findings in relation to the theoretical body of knowledge on the topic and on the candidate's profession. The chapter begins with a discussion of findings in relation to the theoretical framework introduced in the literature review. The candidate will also explain what the findings mean for professionals and for practical implications. Course is pass/fail.

Prerequisite: EDUC803 – Doctoral research IV: Results, Findings, and Discussion

EDUC900 - Dissertation Defense
9 Credits
This academic activity is the formal defense of the dissertation. The final defense is an oral examination open to the public, during which the author of a thesis or dissertation demonstrates to his or her committee satisfactory command of all aspects of the work presented and other related subjects, if applicable.

Prerequisite: Dissertation Committee Approval Required

COMP710 - Data Structures and Algorithms I
3 Credits
The objective of the course is to teach students how to design, write, and analyze the performance of C/C++ programs that handle structured data and perform more complex tasks, typical of larger software projects. Students acquire skills in using generic principles for data representation & manipulation with a view for efficiency, maintainability, and code-reuse. Successful students will, at the end of the course, be able to demonstrate analytical comprehension of concepts such as abstract data types (vectors, lists, deques, trees, etc.), generic programming techniques (containers, adaptors, accessing data through interface, iterators, etc.), algorithms (sorting, using stacks and queues, tree exploration algorithms, etc.), and efficiency analysis (which data structures allow efficient interfaces to particular forms of data access, such as random vs. sequential data access or insertion). The students should be able to demonstrate similar skills in related implementation tasks in the C/C++ language, including extensive use of templates to allow for modularity and re-usability of code.

COMP711 - Theory of Computation
3 Credits
The learning objectives of this course are to: 1) introduce students to the mathematical foundations of computation including automata theory; the theory of formal languages and grammars; the notions of algorithm, decidability, complexity, and computability and 2) enhance/develop students' ability to understand and conduct mathematical proofs for computation and algorithms. Upon successful completion of this course, students will be able to a) discuss key notions of computation, such as algorithm, computability, decidability, reducibility, and complexity, through problem solving. b) explain the models of computation, including formal languages, grammars and automata, and their connections. c) state and explain the Church-Turing thesis and its significance. d) analyze and design finite automata, pushdown automata, Turing machines, formal languages, and grammars. e) solve

computational problems regarding their computability and complexity and prove the basic results of the theory of computation.

COMP712 - Advanced Data Structure and Algorithms
3 Credits
This course covers the efficient strategies for complex data-structuring problems are essential in the design of fast algorithms for a variety of applications, including combinatorial optimization, databases and data mining, information retrieval and web search, and geometric applications. In addition, systematic exposition of the central ideas in the design of such data structures will be analyzed. The second main
theme of this course will be the design and analysis of online algorithms and data stream algorithms. Also, algorithms and data structures in the stream model of computation will be addressed.

COMP713 - Advanced Artificial Intelligence
3 Credits
This is a course for students with some sophistication and considerable interest in exploring methods of designing and using algorithms useful for finding adequate answers to combinatorial large problems that require largely symbolic rather than numeric computing. It will be assumed that students are highly proficient in one or more high level computer languages, and either are or will be able to function in functional and descriptive languages such as LISP and PROLOG. The goal of the course will be to study, analyze and critique basic and current research papers and to engage in artificial intelligence projects and experiments either alone or in small groups.

COMP714 - Machine Learning
3 Credits
This course provides a concepts and analyses of machine learning and statistical pattern recognition. Topics include: supervised learning (generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines); unsupervised learning (clustering, dimensionality reduction, kernel methods); learning theory (bias/variance tradeoffs, practical advice); reinforcement learning and adaptive control. The course will also address recent applications of machine learning, such as to robotic control, data mining, autonomous navigation, bioinformatics, speech recognition, and text and web data processing.

COMP716 - Programming Languages
3 Credits
This course provides exploration of advanced concepts in the design and implementation of programming languages. From the design point of view, students study language features as tools for expressing algorithms. From the implementation point of view, students study compilers, interpreters, and virtual machines as tools to map those features efficiently onto modern computer hardware. The course will focus on a wide variety of languages, both past and present, with an emphasis on modern imperative languages, such as C++ and Java, and, to a lesser extent, on functional languages such as Scheme and ML, and scripting languages such as Perl, Python, and Ruby. Students focus on concepts, and on the differences between languages, the reasons for those differences, and the implications those differences have for language implementation.

COMP717 - Program Generation and Optimization
3 Credits

This course provides state-of-the-art techniques in high performance software development for numeric libraries and other important kernels. Topics include: 1) fundamental tools in algorithm theory, 2) optimizing compilers, 3) effective utilization of the memory hierarchy and other architectural features, 4) how to use special instruction sets, and 5) an introduction to the concepts of self-adaptable software and program generators.

COMP718 - Software Design and Architecture
3 Credits
This course address advanced principles and concepts of engineering of large software systems and programs. Software architecture is an abstraction of system details that helps in managing the inherent complexity of software systems development. Software architecture provides opportunities for early evaluation of user needs, analysis of requirements and design, and prediction of system properties. Architectural styles, views, notations, and description languages provide systematic frameworks for engineering decisions and design practices. The focus of the course is on advanced topics related to software architecture practices, technologies, and artifacts. Students participate in individual or group projects related to developing architectural representations of software systems.

COMP820 – Advanced Operating Systems
3 Credits
This course covers advanced concepts in operating system design and coverage of recent research directions. Students will also explore resource management for parallel and distributed systems. Interaction between operating system design and computer architectures. Process management, virtual memory, inter-process communication, context switching, parallel and distributed file system designs, persistent objects, process and data migration, load balancing, security, protection.

COMP821 - Distributed Systems Software
3 Credits
This course focuses on advanced concepts of peer-to-peer systems, sensor networks, and fundamental theoretical distributed computing. Review of classical work in each area, and application of design methodologies to explore overlaps across them. Emphasis on protocol design, systems issues, and theory. Reading selections are roughly two-third classical to one-third contemporary.

COMP822 - Game Engine Programming
3 Credits
This course provides advanced concepts to programming in C++. Students will explore a set of useful techniques for efficient and reusable C++ programming, including design patterns. Students will learn about specific development techniques for Windows applications (like the Win32 threads or sockets), through multi-platform concepts. In addition students will explore a collection of advanced programming techniques, such as abstraction, exception handling, templates, and plugins and game engine mechanisms such as scripting, user input management and game loops.

COMP825 – High Performance Computing
3 Credits
This course presents advanced concepts in scientific computation using multi-core, multi-processor, and GPU computing architectures. Students will analyze

fundamental algorithms in numerical linear algebra and iterative methods and present the necessary steps to implement and run these algorithms on high performance shared and distributed memory systems, both from the ground up and using existing software libraries. The course focuses attention on the attendee the experience of prototyping, developing, and deploying efficient code for scientific applications on high performance computing platforms and research clusters.

COMP803 - Doctoral Research IV: Results, Findings, and Discussions
3 Credits
This is the fourth of five research and writing courses that results in the dissertation. The majority of the work in this course is independent with check-in times and dates to be arranged between the candidate and their Dissertation Chair. This course requires the candidate to focus on producing a defense-ready draft of Chapters 1, 2, 3, & 4 undertaking modifications required by the dissertation committee.
Prerequisite: DBEC802 – Doctoral Research III: Methodology

COMP804 - Doctoral Research V: Discussion and Defense
3 Credits
This final chapter will conclude with the interpretation of the research findings in relation to the theoretical body of knowledge on the topic and on the candidate's profession. The chapter begins with a discussion of findings in relation to the theoretical framework introduced in the literature review. The candidate will also explain what the findings mean for professionals and for practical implications. Course is pass/fail.

Prerequisite: COMP803-Doctoral Research IV: Results, Findings, and Discussions

COMP900 - CS Dissertation Defense
3 Credits
This academic activity is the formal defense of the dissertation. The final defense is an oral examination open to the public, during which the author of a thesis or dissertation demonstrates to his or her committee satisfactory command of all aspects of the work presented and other related subjects, if applicable.
Prerequisite: Dissertation Committee Approval Required

ADDITIONAL DISCLOSURE INFORMATION AND FEDERAL POLICIES

Governance

University of the Potomac LLC is governed by a Board of Trustees (see Statement of Legal Control below). The institution has also clearly distinguished between the role of the independent Trustees and the owners by establishing related entity called the Board of Managers (BoM). The BoM includes "no fewer than two and no more than four members appointed to serve on the Board of Trustees as designated representatives. Day-to-day operations are overseen by the University President and Chief Executive Officer.

Statement of Legal Control

University of the Potomac was originally incorporated in 1995 in the State of Maryland. University of the Potomac LLC was created as a Delaware Limited Liability Corporation in 2007. The members of the Board of Trustees are:

Board Of Trustees Membership

Mr. John Danielson
BBA, University of Texas at Austin

Dr. Oksana Malysheva
PhD, University of Pennsylvania
MS, Moscow Institute of Physics and Technology
BS, Moscow Institute of Physics and Technology

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BS, Morgan State University

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BA, Goucher College

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JD, Thurgood Marshall School of Law
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BS, University of Central Arkansas

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Board Of Managers

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PhD, University of Pennsylvania
MS, Moscow Institute of Physics and Technology
BS, Moscow Institute of Physics and Technology

Mr. Josef Merrill
MBA, University of Chicago
BA, University of California-Davis

Executive And Senior Management

Ms. Andrea Kemp-Curtis
President, Interim
MBA, Strayer University
BS, Strayer University

Dr. Arthur Lee Smith
Provost
PhD, Northcentral University
MBA, Lake Erie College

Mr. Rafael Salazar
Vice President of Enrollment Management
MPA, Brookline College
BS, Northeastern University

Dr. Sergei Andronikov
Dean of Graduate and Doctoral Studies
Ph.D. Russian Academia of Sciences
MBA, George Mason University

Dr. Yvonne Hood
Dean of Online Studies
EdD, University of the Potomac
MEd, Strayer University
MS, Capella University

Faculty

ABOURACHED, CAROLE
PhD, Oregon State University
MS, American University of Beirut

AFOLABI, MARK
PhD, Binghamton University
MS, Binghamton University

ANDRONIKOV, SERGEI
PhD, Russian Academy of Sciences
MBA, Global Business, Oxford University
Executive MBA, George Mason University
MS, Moscow State University

ANWAR, ASHFAQ
MD, Zakariya University, Multan
MS, Strayer University
MPH, University of Glasgow

ASHIRU, VICTORIA
DM, University of Maryland University College
MS, University of Maryland University College

AZAD, VARGHA
PhD, Nova Southeastern University
MPhil, George Washington University
MS, Strayer University
MS, Texas A&M University

BRYDIE, DARYL
PhD, Capella University
MS, University of Massachusetts
MS, Virginia State University

BARNES, LARRY
JD, Stetson College of Law

BARDALES, ANA
MA, University of New Mexico

BOAYUE, JOSEPH
MBA, Strayer University
MS, Strayer University

BROOKS, TACHA
DBA, University of the Potomac
MS, DeVry University
MS, Central Michigan University

BROWN, ROBERT
MBA, American International College

BURNEY, AUGUSTA
J.D., Marquette University
B.S. DeVry University
Certification: PMP

CAMERON, GERALDINE
MBA, Southeastern University

CHAMPION, MARIA MERCEDES
MS, University of Salamanca – Spain
MA, Externado de Colombia University

COLES, MOHERLIE
PhD, North Central University
EdS, Grand Canyon University

COOTE-MARTIN, GILLIAN
DBA, Argosy University
MS, University of Phoenix

DELETA-CAMPBELL, ALDITH
EdD, Argosy University
MBA, University of Phoenix

DREISONSTOK, MARK
PhD, Georgetown University
MA, University of Freiburg

FARABEE, CAROL S
MBA, Western International University
MS, Western International University

FARHAT, SALMAN
MBA, Strayer University

FISHER, FREDERICK
MBA, George Washington University
MS, University of the Potomac

FOGGIE, WALTER
DM, University of Phoenix
MBOM, University of LaVerne

GINDABA, FEKEDE
MBA, Maharishi University

GLENN-CHASE, AMITY
EdD, Concordia University
MEd, Concordia University

GWYNNE, MAGDA L. PONCE
PhD, Texas Woman's University
MEd, Texas Woman's University

HANCOCK, MICHAEL
MS, Stratford University

HAUSSMAN, ROBERT
PhD, Yale University
M.Phil, Yale University
MS, Yale University

HENLEY, NIGEL
MS, George Mason University
BA, Drew University

HERMANN, DENNIS
MS, University of Phoenix
MBA, University of Phoenix
Certification: PMP, CompTIA

HOOD, YVONNE
EdD, University of the Potomac
MS, Capella University
MEd, Strayer University

HUMMELL, SARA
MBA, American College of Commerce & Technology
MA, National University of Mongolia
Certification: Advanced Management & Policy Implementation Skills, Legislative Budget & Management, Spatial Business Intelligence

JIIDEE, MARK
MS, Washington University of Science and Technology
MS, University of Northern Virginia
BS, Mongolian University of Science and Technology

KAMARA, MOHAMED
PhD, Walden University
MS, Strayer University

KECHIANTZ, ARA
PhD, State Polytechnic Institute
MS, Yerevan State University
MBA, American University of Armenia

KIMBLE, DAVID
DBA, California Intercontinental University
MS, Central Michigan University
Certification: PMP

LAWRENCE, TRENT
MPA, Tsinghua University
BA, DePaul University

MATTHEWS, LACHELLE
MA, Webster University
BA, University of North Carolina at Pembroke

McKELVEY, HENRY
MS, University of Phoenix

McKNIGHT, STEPHANIE
PhD, University of Phoenix, Phoenix
MA, University of Phoenix

MENO, ALICIA
PhD, DePaul University
MA, Columbia College

MITEREVA, SVETLANA
PhD, Moscow State University
MS, Moscow State University

MOSES, JAMES
MS, Chaminade University
MS, Madras Christian College

NIKOLOVA, PETYA
MPhD, New Bulgarian University
MBA, Bew Bulgarian University
MA, George Mason University
MA, TUFTS University
MA, University of Sofia

OBAZU, DARREN
PhD, Walden University
MS, Central Michigan University

OGLESBY, CYNTHIA
MBA, University of Maryland University College
MS, University of Maryland University College

ONU, STEPHEN
PhD, University of Phoenix
MBA, Global Management
Certification: PMP

PADILLA, CARLOS
PhD, University of Connecticut
MS, University of Connecticut

PERRY, NATE
DBA, California InterContinental University
MBA, Strayer University
Certification: Certified Counselor, Instructor, Professional Selling Skills, Coaching, Leadership Development and Problem Solving

PHAM, MELISSA
MBA, Cardinal Stritch University
MS, University of Wisconsin

PIELLUSCH, MICHAEL
DBA, Argosy University
MS, Santa Clara University
MS, National University
MBA, San Francisco State University

RHODES, DOUGLAS
JD, Hamline University

SARIN, NELSON
MS, West Coast University

SMITH, ARTHUR LEE
PhD, Northcentral University
MBA, Lake Erie College

SMITH, KENDRA
MBA, Strayer University
Certification: PMP, Agile PMI, Security + CompTIA, ITIL RCV, ITSM

STEWART, DONICE
EdD, Argosy University
MBA, Southeastern University
MBA, Southeastern University

TOLLIVER, DARCEL
PhD, Walden University
MBA, Drexel University
MS, University of Phoenix

WALLER, LEE
PhD, University of North Texas
MS, Stephen F. Austin State University

WELLS, COURTNEY
MA, American University

WHITEHEAD, MARQUIA
EdD, University of Louisiana at Lafayette
MA, Northwestern State University

WILLIAMS, RONDA
MBA, Everest University
MBA, Southeastern University
Certification: Human Resource, Time Management, Business Coach, Public Speaking, Stress management, Life Coach

ZEYOHANNIS, ABRAHAM
DM, University of Maryland University College
MS, University of Maryland

ZHAO, QUI
MBA, University of Northern Virginia
BA, Beijing University of Aeronautics & Astronautics/ Certification: CPA

Non-discrimination Policy

University of the Potomac adheres to the non-discrimination regulation of the District of Columbia § 2-1402.42. University of the Potomac adheres to the following federal regulations to ensure nondiscrimination: American Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and Titles VI and VII of the Civil Rights Act of 1964. University of the Potomac affirms that it will not discriminate on the basis of the actual or perceived gender, gender identity or expression, race, color, national origin, ethnicity, religion, age, disability, sexual orientation, veteran status, personal appearance, familial status, family responsibilities, political affiliation, source of income or marital status in any of its policies, practices or procedures in accordance with applicable federal, state and local laws, nor will it condone any acts of illegal discrimination by its employees. This provision includes, but is not limited to, employment, admissions, testing, financial aid and educational services. If any student has a discrimination concern, please contact Student Services. If the discrimination concern is one regarding sexual discrimination, sexual harassment or sexual assault, please contact the Title IX Coordinator listed below immediately. If the discrimination concern is one regarding disabilities discrimination, please contact the Disabilities Coordinator listed below.

Sexual Harassment Prevention Policy

Sexual harassment is inappropriate in a working environment and is not tolerated at University of the Potomac. Sexual favors may not be explicitly or implicitly suggested as a term or condition of an individual's academic performance or employment. Sexual contact and conduct with sexual overtones, which has the purpose or effect of unreasonably interfering with an individual's academic work performance or that creates an intimidating, hostile, or offensive educational or working environment, is prohibited. The University promptly investigates complaints of sexual harassment and when necessary, takes disciplinary action up to and including termination of the offending individual. All complaints of sexual harassment will be handled according to the Grievance Procedures (Non-Academic) section of the Catalog and should be brought to the attention of the Title IX Coordinator or to General Counsel.

Washington D.C. Campus
Title IX Coordinator
Student Services
1401 H Street, N.W., Suite 100,
Washington, D.C. 20005
(202)274-2300

Disabilities Policy

University of the Potomac does not discriminate in admission or access to its programs on the basis of age, race, color, sex, disability, religion, sexual orientation or national origin. If a student wishes to request academic adjustment or auxiliary aids, please contact the Disabilities Coordinator listed below. They may request academic adjustments or auxiliary aids at any time. The Disabilities Coordinator is responsible for coordinating compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Applicants, who are persons with disabilities, as defined in paragraph 104.3(j) of the regulation under Section

504 of the Rehabilitation Act of 1973, may apply for admittance into the program. The University will work with the applicant or student to determine whether reasonable accommodations can be effective and/or are available.

Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should follow this procedure:

1. Notify the Disabilities Coordinator in writing of the type of accommodation needed, date needed, documentation of the nature and extent of the disability, and of the need for the accommodation or auxiliary aid. The request should be made at least four weeks in advance of the date needed.
2. The Disabilities Coordinator will respond within two weeks of receiving the request.
3. If the student would like to request reconsideration of the decision regarding his/her request, he/she should contact the Disabilities Coordinator within one week of the date of the response. At that time, the student will be required to provide a statement of why and how the response should be modified.

Washington, DC Campus
Falls Church, VA Campus
Disabilities Coordinator
Student Retention and Services
1401 H Street, N.W., Suite 100,
Washington, D.C. 20005
(202) 274-2300

Online Education
Disabilities Coordinator
Student Retention and Services
(202) 274-2300
studentservices@potomac.edu

Personal Counseling

University of the Potomac does not offer personal or psychological counseling. Students who express a need for such services are referred to appropriate community resources through Student Services.

Maintenance of a Drug-Free Environment

University of the Potomac is committed to drug and alcohol abuse prevention and to the maintenance of a drug-free educational and work environment. University of the Potomac's Substance Abuse Policy is as follows:

- University of the Potomac engages in the education of its students, employees, and community members who are involved with the University regarding substance avoidance and abuse.
- The University disseminates materials addressing prevention, detection and treatment of substance abuse.
- The University is committed to reporting the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance.
- Students who violate University of the Potomac's Substance Abuse Policy are subject to appropriate action in accordance with Disciplinary Procedures (Non-academic) on the following pages; such discipline may involve dismissal from the University.

- The drug policy is located in the Student Handbook and is available electronically. Printed copies of this handbook are available upon request.

Code of Student Conduct

University of the Potomac's code of conduct defines the rights and responsibilities of students and establishes a structure by which to hold students accountable for violations of the code and other rules and regulations of the University. University of the Potomac expects its students to conduct themselves as business professionals as they progress toward their goals of academic achievement and career success. Conduct subject to disciplinary action includes, but is not limited to, the following:

1. Academic dishonesty such as cheating, fabrication and plagiarism.
2. Forgery, alteration and/or misuse of University documents, financial instruments, or identification cards with intent to defraud.
3. Unprofessional conduct, such as, but not limited to:
    i. Obstructing or acting in a manner disruptive or disturbing to the normal educational functions of the University, administration of the University, disciplinary procedures or other authorized activities on University property;
    ii. Disrespect of or insubordination to University personnel;
    iii. Use of oral or written profanity;
    iv. Physical and/or psychological abuse or the threat of such abuse of any person on or in the vicinity of University property or at University-sponsored or University-supervised functions, or conduct that threatens or endangers the health or safety of any such person; or
    v. Sexual harassment of other students, faculty, or staff.
4. Misuse of University property, such as, but not limited to:
    a. Unauthorized use of, damage to, theft or seizure of any property or facilities of the University, or located within the boundary of University premises, threat to do so, or refusal to depart from any property or facilities of the University upon direction by officials or other persons authorized to represent the University;
    b. Littering, defacing, destroying, or damaging property of the University or property under its jurisdiction;
    c. Unauthorized entry into, presence in, or use of any University building or facility;
    d. Violation of the computer use policy; or
    e. Violation of the University's policy on solicitation and sales.
5. Improper use of resource center materials, including damage to materials and failure to return materials when due.
6. Alcohol and drug violations, such as, but not limited to:
    a. Use of alcoholic beverages, including the purchase, consumption, possession, or sale of such items on campus property;
    b. Possession, use, sale, or distribution of any type of drugs for illegal purposes; or
    c. Violation of the University's policy pertaining to smoking.
7. Criminal activity and violent or dangerous behavior, such as, but not limited to:
    a. Violation of any local, state, or federal law;

b. Possession on University property or at any University activity of weapons, such as knives, firearms, or any dangerous chemical or explosive elements or their component parts;
c. Physical detainment or restraint of another person or the removal of such person from any place where he and/or she is authorized to remain or to in any way obstruct the free movement of persons on University premises or at University activities;
d. Threatening of any member of the University of the Potomac community;
e. Tampering with fire protection apparatus or failure to comply with emergency evacuation procedures;
f. Gambling or holding of a raffle or lottery on University premises; or
g. Participation in unauthorized and/or disorderly assembly or incitement of a riot.

8. Other violations.
   a. Violation of any other University rule or policy not contained in official publications but announced by a University official or other person authorized by the President or Chief Executive Officer (CEO).
   b. Willful encouragement of others to commit any of the acts herein prohibited.

Sanctions

The following sanctions may be imposed:

- **Warning:** An oral or written statement to a student that he/she is violating or has violated University rules and may be subject to more severe disciplinary action.
- **Probation:** Exclusion from the participation in privileges or activities set forth by the University, including the holding of any office, for a specified period of time.
- **Interim Suspension:** If, in the opinion of the President, CEO and/or the Disciplinary Committee, the presence of a student poses a serious threat to others, the President or his designee may, pending a hearing, suspend the student immediately. In such a situation, a hearing shall be held at the earliest reasonable time.
- **Suspension:** Exclusion from the University (to include classes and other University related activities) for a definite period of time. If a student, while on suspension, violates the Code of Conduct while on University property or in relation to a University-sponsored activity, he/she shall be subject to further discipline in the form of dismissal or expulsion.
- **Dismissal:** Termination of student status for an indefinite period. The conditions of readmission, if any, will be stated in the order of dismissal. If a dismissed student violates the Code of Conduct while on University property or in relation to a University-sponsored activity, he/she shall be subject to further discipline in the form of expulsion.
- **Expulsion:** Permanent termination of student status without possibility of readmission to any campus of the University.
- **Revocation of Degree:** If, in the opinion of the President, CEO and/or the Disciplinary Committee, a student has committed gross violations of the University's Academic Integrity and Ethics Policy, the President or his designee may, after a hearing, revoke a student's degree.
- **Restitution:** In addition to any of the above sanctions, reimbursement for damage to or misappropriation of property may be required. This may take the form of appropriate services or other compensation.

Disciplinary Procedures (Non-Academic)

A warning or probation may be administered by the President, CEO or designee without further consultation. All cases involving suspension, dismissal, expulsion, revocation of degree or restitution of students are referred by the President, CEO or designee to the Academic Dean or designee, who convenes a Disciplinary Committee for a hearing.

Any academic or administrative official, faculty member, or student may file a complaint with the Academic Dean or designee against any student for violations of University policies and procedures.

1. Written notice will be given to a student charged with violating the policies set out in this document.
2. If a student requests a hearing, the Academic Dean or designee will schedule a disciplinary hearing via teleconference, giving the student reasonable time to prepare his/her defense. If the student does not request a hearing, the Academic Dean or designee will still convene the Disciplinary Committee, who will make a written determination, which the student may petition for appeal within ten working days following receipt of the decision.
3. A written decision is issued within ten working days after the hearing.
4. The student is advised in writing of appeal procedures.
5. The student may petition for appeal within ten working days of receipt of the decision by writing a letter to the Academic Dean or designee. The appeal must outline the reasons the student objects to the decision of the Disciplinary Committee and provide any written evidence supporting the student's position.

The Academic Dean or designee forwards the student's petition for appeal, along with the summary of the disciplinary hearing and the Disciplinary Committee's written decision, to the President, who reviews all evidence and issues a written decision within thirty days. The decision of the President is final. The University does not accept further appeals from the student.

Procedures for Dealing with Disruptive Behavior

If a student's behavior, in addition to disrupting an instructional area, presents a threat to the safety of those present, the instructor should:

1. Order the student to stop the disruptive behavior and leave the area.
2. Call, or assign someone to call, the police to remove, and if necessary, arrest the student.
3. Notify the Academic Dean or designee and file a charge under the Code of Conduct.
4. If the instructor feels that the student's presence at the University presents an immediate threat to the safety of the University community, the instructor should request through the Academic Dean or designee that the student be placed on interim suspension.
5. A student on suspension is required to meet with the Academic Dean or designee prior to being permitted to return to class. The meeting is held at the earliest time practicable, but in no event later than three working days subsequent to the instructor's action. The meeting is informal in nature. The official conducting the meeting seeks to determine whether the student should be permitted to return to class or should be excluded pending resolution of the matter, and provides the student with an explicit warning as to the consequences of any

future disruption. The instructor should also be present unless specifically excused for good cause by the Academic Dean or designee.

First Violation
The first time a particular student causes a disruption, the instructor, depending on the seriousness of the infraction, should:

- Order the student to immediately stop the disruptive behavior and give the student a verbal warning.
- Make a written note of the warning for the instructor's files, and
- Talk with the student after class to explain the consequences of any further disruption.

Second Violation
The second time a particular student causes a disruption, the instructor, depending on the seriousness of the infraction, should:

- Inform the student of the infraction and order the student to leave the instructional area.
- If the student leaves voluntarily, the instructor shall permit the student to return the next class period. If the student refuses to leave, the instructor shall advise the student that the failure to leave voluntarily renders the student liable for immediate suspension, dismissal, or expulsion as well as criminal prosecution for trespassing. If the student still refuses to leave, the instructor shall call, or assign someone to call, the police to remove, and if necessary, arrest the student.
- If the student refused to leave, the instructor must file a charge under the Code of Conduct, and unless interim suspension has been imposed, the student will be required to meet with the Academic Dean or designee or the Academic Dean prior to being permitted to return to class. The meeting is held at the earliest time practicable, but in no event later than three working days subsequent to the instructor's action. The meeting is informal in nature. The official conducting the meeting seeks to determine whether the student should be permitted to return to class or should be excluded pending resolution of the matter and provides the student with an explicit warning as to the consequences of any future disruption. The instructor should also be present unless specifically excused for good cause by the Academic Dean or designee.

Third Violation
The third time a particular student causes a disruption, the instructor, depending on the seriousness of the infraction, shall:

- File a charge under the code of conduct (mandatory).
- Inform the student of the infraction and order the student to leave the instructional area. If the student still refuses to leave, the instructor shall call, or assign someone to call, the police to remove, and if necessary, arrest the student.
- Notify the Academic Dean or designee and bar the student from attending further classes until the matter has been resolved. The student is required to meet with the

Academic Dean or designee prior to being permitted to return to class. The meeting is held at the earliest time practicable, but in no event later than three working days subsequent to the instructor's action. The meeting is informal in nature. The official conducting the meeting seeks to determine whether the student should be permitted to return to class or should be excluded pending resolution of the matter and provides the student with an explicit warning as to the consequences of any future disruption. The instructor should be present unless specifically excused for good cause by Academic Dean or designee.

The conditions for readmission to class, if permitted at all, are determined by the Academic Dean or designee, and communicated to the instructor.

Grievance Policy

University of the Potomac recognizes the importance of providing a prompt and efficient procedure for resolving grievances fairly and equitably, without fear of prejudice or retaliation for initiating a grievance or participating in its settlement on the part of the person(s) involved. The University has a grievance policy that provides a process for all students, faculty and employees to discuss issues of concern with management and to receive careful consideration and a prompt resolution of their problem in an open and constructive manner. This procedure is intended to supplement, rather than discourage or replace informal discussion between students and faculty and between supervisors and employees. A faculty member or a supervisor should make every reasonable effort to resolve concerns outside the formal Grievance Process.

The Virginia State Approving Agency (SAA) approves education and Virginia training programs. Our office investigates complaints of GI BILL ® beneficiaries. "This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency." GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefis.va.gov/gibill. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email at saa@dvs.virginia.gov.

Students should refer to Student Academic Grievance Procedures and Grievance Procedures (Non-Academic) below.

Grievance Procedures (Non-Academic)

The grievance procedure described below is applicable to non-academic student complaints.

Level 1: Because grievances should be raised and settled promptly, a grievance shall be raised as soon as the event occurs or the student gains knowledge of it and in no event more than 60 days after the event occurred.

If a complaint cannot be resolved informally, the student may file a written grievance. The written grievance is filed with Student Services and shall contain the name of the complainant, the date of the filing, and a brief, specific description of the grievance and the redress sought. Students will receive a written response typically within thirty days of receipt unless the situation

requires additional research or investigation. All sexual discrimination, sexual harassment or sexual assault matters should be brought immediately to the attention of the Title IX Coordinator. All disabilities discrimination matters should be brought to the attention of the Disabilities Office/Coordinator.

Level 2: If not satisfied with the grievance disposition at Level 1, students may file a written grievance with the Academic Dean or designee within thirty days of receipt of the written decision from the Level 1 official. The written grievance contains the name of the complainant, the date of the filing, a brief, specific description of the grievance and the redress sought, and the results of the disposition of the grievance at Level 1.

The student is contacted upon receipt of the written grievance and receives a written response typically within thirty days of receipt, unless the situation requires additional research or investigation.

Personnel who review the appeal at this level include the Academic Dean and any additional person the CAO deems relevant to the appeal, e.g., the Director of Academic Operations, an Academic Program Chair, the Director of Financial Aid or the Registrar. The CAO replies in writing typically within thirty days after receipt of the written request. The decision of the CAO is final.

Level 3: If a student has a complaint or grievance and it cannot be resolved after exhausting Potomac's grievance procedures, a complaint may be filed with the:

Higher Education License Commission (HELC)
Government of the District of Columbia
1050 First Street, NE; 5th Floor
Washington, DC 20002
www.osse.dc.gov/helc

As a last resort, if all other efforts above have been exhausted and a resolution has not been found, students may also contact the State Council of Higher Education for Virginia (SCHEV) at https://www.schev.edu/students/resources/student-complaints, or Middle States Commission on Higher Education (MSCHE) at https://www.msche.org/complaints/.

Maintenance of Records

Academic records include evidence of application and acceptance, official transcripts from previous institutions, registration records and educational plans. A student information system is used to house grades and other transcript information. Academic records are maintained for seven years after a student leaves school. (Student transcripts are maintained indefinitely.)

The University of the Potomac has implemented tools to ensure that students receive the contact hours needed for the credits in each course(s). Should an extended closure prevent students from receiving the appropriate instruction, a prorated refund could be approved for affected courses. Additionally, University of the Potomac adheres to the state-specific refund policies and/or our published refund policy described in the University Catalog for students in fully online programs.

Should the University of the Potomac not be able to provide the student with the agreed upon instruction, the University will seek teach-out opportunities with other Universities holding comparable accreditation. The teach-out plan provides for equitable treatment of students by ensuring that they are able to complete the educational program in which they were enrolled immediately prior to the notification in *Institutional Situations Requiring Submission of Teach-Out Arrangements* within a reasonable period of time. The teach-out plan also provides for prompt notification of additional charges to students, if any.

In the event of a school closure, academic records are maintained by Northern Virginia Community College (NOVA). In addition, all student records are maintained and backed up daily on Potomac's student information system.

Privacy of Student Records

Policies and procedures concerning the privacy of student records are governed by the Family Education Rights and Privacy Act of 1974 (Public Law 93-380). Student records are maintained by the Registrar's Office (academic records), Financial Aid Office (financial aid records), and Student Finance Office (accounts receivable records). Files that are accessed by outside personnel are documented with date and the name of the person or entity accessing the file. Files are maintained in a locked room, in fire-resistant cabinets.

Students have the right to inspect and review their educational records, request amendment of their educational records, consent to disclosure of their educational records, and file a complaint with the US Department of Education.

Students aged 18 or over have access to their personal record files kept by University of the Potomac. All authorized Potomac personnel have access to student records for official purposes. A student (or in some cases an eligible parent) is given access to his/her record within a reasonable time after submitting a written request to the office in possession of the record. Students should allow 72 hours for a written request to be fulfilled.

If the content of a record is believed to be in error, inaccurate, discriminatory, or in violation of student rights or otherwise inappropriate, it may be challenged, and students may submit a written explanation to be included in the record.

Student information is released to persons, agencies, or legal authorities as required by subpoena/legal process or by consent of a student (or eligible parent). Information is released on a consent basis in cases where a student or eligible parent has provided written consent, signed, dated and specifying the information to be released and the name(s) of persons to whom the information is to be released.

Directory Information

Colleges and universities may disclose, without consent, "directory" information. University of the Potomac designates the following items as directory information: Student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees, certificates, and awards received, e-mail address, and the most recent previous educational institution attended.

Right of Refusal to Provide Copies

University of the Potomac reserves the right to deny transcripts or copies of records not required to be made available under FERPA regulations in any of the following situations:

- A student has an unpaid financial obligation to the University
- A student is in default on a Title IV federal loan
- There is an unresolved disciplinary action against a student

University of the Potomac designates the following items as directory information: Student name, major field of study, participation in officially recognized activities, dates of attendance, degrees, certificates and awards received. If a student does not want any or all of the above information released, he/she should inform the Registrar's Office in writing by the fifth calendar day following the start of classes.

Demographic Information for Virginia Residents

Virginia Student Data 2022-2023			
Program	**2022-2023 Number of Students at VA Campus**	**2022-2023 Number of Virginia Residents**	**2022-2023 Number of Virginia Residents Graduates**
BS-Accounting	2	1	0
BS-Business	13	12	1
BS-Computer Science	1	1	1
BS-Cyber Security/Policy	1	1	0
BS-Hospitality Tourism Management	2	0	0
BS-Health Information Technology	1	1	0
BS-Information Technology	20	16	7
MS- Data Analytics	2	2	1
MS-Healthcare Informatics	1	0	0
MS-Information Technology	8	5	36
Master of Business Administration	130	68	37
Master of Healthcare Administration	23	14	5
Grand Total	**207**	**122**	**88**

Facilities Description for the Virginia Branch Campus

The Virginia Branch Campus of University of the Potomac is located at 7799 Leesburg Pike, Suite 200, Falls Church, VA. Additionally, the campus provides multiple administrative offices, a reception area, and a large, comfortable break area for students.

The building is compliant with all disabilities laws and meets all County of Fairfax, VA ordinances.

Campus Security Policy and Student Right-to-Know

University of the Potomac is committed to providing a safe environment in which students can learn and staff can work. A copy of the latest campus security report and details on how to report a crime are available online on our Potomac website under the Student Services tab. Hard copies of the report can be obtained from Student Services.

Graduation Rates

The Student Right-to-Know Act requires schools to disclose graduation rates of certificate- or degree-seeking, full-time, first-time undergraduate students. See the University of the Potomac website http://www.potomac.edu for details of the University's graduation rates for certificate, associate degree, and bachelor's degree programs.

Gainful Employment Data

See the University of the Potomac website www.potomac.edu for details of the University's gainful employment data under program information for each degree program.

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