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UNIVERSITY OF THE POTOMAC

COURSE CATALOG

A Message from the President

Welcome to the University of the Potomac!
It is with great pleasure that I welcome our new and returning students to another academic year. Whether you are just beginning your journey with us or continuing your studies, we are thrilled to have you as part of our vibrant and dedicated community.

Here at the University of the Potomac, we are deeply committed to providing an exceptional education that prepares you for a successful and rewarding career. Our faculty and staff are passionate about fostering a supportive and inclusive atmosphere where every student has the opportunity to excel. We believe that your success is our success, and we are here to support you every step of the way.

I encourage you to embrace all that our university has to offer. Your academic studies are central to your time here, but your growth extends beyond the classroom. I urge you to explore our diverse clubs, organizations, and other student-focused opportunities. These experiences are invaluable for building new skills, expanding your network, and discovering your passions.

Our campus is a rich tapestry of different backgrounds, cultures, and ideas. Engaging with peers who have different perspectives from your own is one of the most powerful learning experiences you will have. These interactions will broaden your understanding of the world and prepare you to thrive in a global society. As President, my commitment is to ensure that the University of the Potomac continues to be a place of transformative growth and opportunity for every student. We will face challenges together and celebrate our collective achievements.

I wish you a productive and inspiring academic year.

Sincerely,

Andrea Kemp-Curtis
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 Goals

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

Program Quality: Ensure program quality by focusing on student learning through clearly defined learning outcomes, embodying the skills, perspectives, and knowledge needed in a 21st century workplace.

Growth and Diversity: Increase the size and cultural diversity of the University through domestic and international student recruiting, retention, and delivery of quality academic programs aligned with industry and market needs.

Student Success: Ensure student success by providing exceptional student-focused services that empower active participation and educational growth through access to advanced technology and a value-added administrative support system.

Faculty and Teaching: Enrich faculty effectiveness by enhancing the state-of-the-art technologies in the curriculum while ensuring rigorous content that is market-focused.

Institutional Renewal: Achieve the continual renewal of the University through planning and resource allocation that utilizes effective assessment and data-driven decision-making.

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 study.

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 its student and employer-customer demands, and both companies and their employees began to demand different accreditation as a response to the shifting marketplace. As a result, Potomac College was granted accreditation through the Middle States Commission on Higher Education in June 2006. 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 Tysons 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 acquired 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, Falls Church, VA, near Tysons Corner. 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 offers three Doctorate degrees, eight Master's degrees, six Bachelor of Science degrees, three Associate of Science degrees, and two 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 could be required to take some online courses.

Facilities

The University of the Potomac offers facilities designed to support students' educational needs. The campus features Wi-Fi access throughout, ensuring seamless connectivity. Lecture rooms are equipped with charts, diagrams, and other teaching aids tailored to the subjects being taught. Technical classrooms and labs are outfitted with industry-relevant equipment, preparing students for their chosen career fields. The facilities provide a secure and comfortable learning environment, with access controlled by a university-issued electronic ID card.

Accreditation, Licensure, and Approvals

Middle States Commission on Higher Education (MSCHE)
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.

Higher Education Licensure Commission (HELC)
The main campus of University of the Potomac is located at 1401 H Street, N.W., Suite 100, Washington, D.C. 20005, 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 located at 1050 First Street, NW, Washington, DC 20002.

State Council of Higher Education for Virginia (SCHEV)
University of the Potomac's Branch 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 Fourteenth Street, Richmond, VA 23219: 804.255.2600) to operate in Virginia.

Student and Exchange Visitor Program (SEVP)
University of the Potomac is a SEVP-certified university. The university's campuses in Washington, DC, and Falls Church, VA, are authorized to enroll nonimmigrant students.

National Council for State Authorization Reciprocity Agreements (NC-SARA)
University of the Potomac participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA).

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

- **Advanced Certificates**: Business Accounting, General Management, Government Contract Management, Health Systems Management, Information Systems Management, International Business, and Network Security Management.
- **General Certificates**: Accounting Clerical Support, General Business, Information Assurance, Network Security Management, International Studies, Office Application Support, Project Management.

Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU)

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.

2026 Academic Calendar

2026 A Session Track	Dates
New Student Orientation 02A	**Friday, January 2, 2026**
02A Begins	**Monday, January 5, 2026**
04A Leave of Absence (LOA) request deadline	Friday, January 9, 2026
Martin Luther King Jr. Day - UOTP is closed	Monday, January 19, 2026
Last day to add a course*	Friday, February 13, 2026
Tuition due date (04A)	Friday, February 13, 2026
President's Day - UOTP is closed	Monday, February 16, 2026
New Student Orientation	Wednesday, February 25, 2026
06A Leave of Absence (LOA) request deadline	Friday, February 27, 2026
02A Ends	**Sunday, March 1, 2026**
04A Begins	**Monday, March 2, 2026**
Last day to add a course*	Friday, April 10, 2026
Tuition due date (06A)	Friday, April 10, 2026
New Student Orientation	Wednesday, April 22, 2026
08A Leave of Absence (LOA) request deadline	Friday, April 24, 2026
04A Ends	**Sunday, April 26, 2026**
06A Begins	**Monday, April 27, 2026**
Memorial Day - UOTP is closed	Monday, May 25, 2026
Last day to add a course*	Friday, June 5, 2026
Tuition due date (08A)	Friday, June 12, 2026
10A Leave of Absence (LOA) request deadline	Friday, June 19, 2026
Juneteenth - UOTP is closed	Friday, June 19, 2026
06A Ends	**Sunday, June 21, 2026**
Summer Break - no classes	June 22-28, 2026
2026 Graduation	Saturday, June 27, 2026
New Student Orientation	Wednesday, June 24, 2026

08A Begins	**Monday, June 29, 2026**
UOTP is closed in observance of Independence Day	Friday, July 3, 2026
Independence Day - UOTP is closed	Saturday, July 4, 2026
Last day to add a course*	Friday, August 7, 2026
Tuition due date (10A)	Friday, August 14, 2026
12A Leave of Absence (LOA) request deadline	Friday, August 21, 2026
08A Ends	**Sunday, August 23, 2026**
Summer Break - no classes	August 24-30, 2026
New Student Orientation	Wednesday, August 26, 2026
10A Begins	**Monday, August 31, 2026**
Labor Day, UOTP is closed	Monday, September 7, 2026
Last day to add a course*	Friday, October 9, 2026
Tuition due date (12A)	Friday, October 16, 2026
New Student Orientation	Wednesday, October 21, 2026
2027-02A Leave of Absence (LOA) request deadline	Friday, October 23, 2026
10A Ends	**Sunday, October 25, 2026**
12A Begins	**Monday, October 26, 2026**
Veterans Day - UOTP is closed	Wednesday, November 11, 2026
Thanksgiving Break - UOTP is closed	Nov 26-27, 2026
Last day to add a course*	Friday, December 4, 2026
12A Ends	**Sunday, December 20, 2026**
New Student Orientation	**Wednesday, December 30, 2026**
Winter Break - no classes	Dec 21, 2026-Jan 1, 2027
New Year's Day - UOTP is closed	Friday, January 1, 2027

**The deadline to add courses is for students who were registered for the upcoming semester.*

2027 Academic Calendar

2027 A Session Track	Dates
02A Begins	**Monday, January 4, 2027**
Martin Luther King Jr. Day - UOTP is closed	Monday, January 18, 2027
Last day to add a course*	Friday, February 12, 2027
President's Day - UOTP is closed	Monday, February 15, 2027
New Student Orientation	Wednesday, February 24, 2027
02A Ends	**Sunday, February 28, 2027**
04A Begins	**Monday, March 1, 2027**
Last day to add a course*	Friday, April 9, 2027
New Student Orientation	Wednesday, April 21, 2027
04A Ends	**Sunday, April 25, 2027**
06A Begins	**Monday, April 26, 2027**
Memorial Day - UOTP is closed	Monday, May 31, 2027
Last day to add a course*	Friday, June 11, 2027
UOTP is closed in observance of Juneteenth	Friday, June 18, 2027
Juneteenth - UOTP is closed	Saturday, June 19, 2027
06A Ends	**Sunday, June 20, 2027**

2027 Graduation (*tentative*)	Saturday, June 26, 2027
Summer Break - no classes	Jun 21-27, 2027
New Student Orientation	Wednesday, June 23, 2027
08A Begins	**Monday, June 28, 2027**
Independence Day - UOTP is closed	Sunday, July 4, 2027
UOTP is closed in observance of Independence Day	Monday, July 5, 2027
Last day to add a course*	Friday, August 13, 2027
08A Ends	**Sunday, August 22, 2027**
Summer Break - no classes	Aug 23-29, 2027
New Student Orientation	Wednesday, August 25, 2027
10A Begins	**Monday, August 30, 2027**
Labor Day - UOTP is closed	Monday, September 6, 2027
Last day to add a course*	Friday, October 15, 2027
New Student Orientation	Wednesday, October 20, 2027
10A Ends	**Sunday, October 24, 2027**
12A Begins	**Monday, October 25, 2027**
Veterans Day - UOTP is closed	Thursday, November 11, 2027
Thanksgiving Break - UOTP is closed	Nov 25-26, 2027
Last day to add a course*	Friday, December 10, 2027
12A Ends	**Sunday, December 19, 2027**
Winter Break - no classes	Dec 20, 2027-Jan 1, 2028
New Year's Day - UOTP is closed	Saturday, January 1, 2028

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 a valid photo ID.
- 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. Military students may also submit Joint Services Transcripts (JST) or a DD214 as acceptable proof of completion. (Students with non-US credentials, please see *International Student Admissions Requirements*)
- Submit a completed application.
- Pay a 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 who 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.

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 365 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.

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.

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 prerequisite 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)

This program is focused on first-time doctoral students who do not have any previously completed doctoral credits from a previous institution. To be considered for admission into the Doctoral Program (DP), students must submit the following documentation and meet the requirements below:

- A University of the Potomac application 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 earned a 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 (academic or professional)

- One required essay, in MSWord document form, addressing the student's preparation for the doctoral program, proposed research area, and professional goals
- Complete a video interview with the doctoral program committee.
- GRE or GMAT scores (no minimum score or time limit); optional

Doctoral Completion Program (DCP) Admissions Requirements

This program is for students who have previously completed doctoral courses and/or partial dissertation chapters from a previous institution. To be considered for admission into the Doctoral Completion Program (DCP), students must submit the following documentation and meet the requirements below:

- A University of the Potomac application form
- Transcripts showing your completed coursework in the program of study from your previous doctoral program
- A written statement on your intent to complete doctoral programs (i.e., reason for not completing your previous program, role of degree in your career path, proposed research area, and plan for doctoral program success)
- Two letters of recommendation (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 doctoral coursework at the prior institution, with a minimum of a cumulative GPA of 3.0
- Complete a video interview with the doctoral program committee.
- GRE or GMAT scores (no minimum score or time limit); optional

Applicants with a Doctoral Degree from Another Institution

Applicants who hold a doctoral degree from an accredited institution are eligible for an expedited admission process into the doctoral programs at University of the Potomac. These applicants may bypass the full academic doctoral application process and be admitted directly into the program, provided they meet all admission requirements. While the Academic Interview is optional for these candidates, participation is highly encouraged.

This policy acknowledges the advanced academic accomplishments of individuals who have already earned a doctoral degree while upholding the rigorous standards of University of the Potomac's doctoral program. This policy applies to applicants who meet the following criteria:

1. The applicant has earned a doctoral degree (e.g., Ph.D., Ed.D., D.B.A., etc.) from an accredited institution recognized by the U.S. Department of Education or an equivalent international accrediting body.
2. The previous doctoral degree is in a discipline relevant to or aligned with the intended field of study at the University of the Potomac.

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
    iv. Undergraduate diplomas and transcripts may be accepted when verified through approved external sources, including the AACRAO database or other recognized credential evaluation services.
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 or be sent directly to the university electronically via a third-party servicer. 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 number 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.

Undergraduate Program Transfer Credits

Transfer credits must have been completed within the last 15 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 "C" or higher. Transfer credit decisions will be based on official transcripts provided to University of the Potomac.

Master's Program Transfer Credits

Master's students may transfer up to fifteen (15) graduate credits. Transfer credits must be at the graduate level and have earned a grade of "B" or better. Credits must 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) or at ACE-approved military training and service. Transfer credit decisions will be based on official transcripts provided to University of the Potomac.

Doctorate Program Transfer Credits

Doctorate students may transfer thirty-six (36) course credits. Transfer credits must be at the doctoral 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.

Child Development Associate (CDA) Transfer Credit Policy

University of the Potomac (UOTP) will accept the following Child Development Associate (CDA) credentials toward the Early Childhood Development program:

- Infant Toddler
- Preschool

UOTP shall award the 12 course credits (4 courses) for each CDA, aligned with the following courses:

- ECD101 Introduction to Early Childhood (3 credits)
- ECD102 Growth and Development I (3 credits
- ECD125 Health, Safety, and Nutrition (3 credits)
- ECD205 Movement and Music (3 credits)

Transfer of Credit from University of the Potomac to Other Institutions

Acceptance of transfer credit is always a decision of the receiving institutions. Any student interested in transferring University of the Potomac credits 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 a "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 policy).

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. Prior learning credits meeting

the CDA requirements for courses in Early Childhood Education will also be considered for transfer credit.

Bachelor and Associate academic degree students are eligible for PLE course credits. Students in certificates, master's, or doctorate 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.

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	$517
Veterans' tuition: cost per credit hour	$517
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	$588
Cost per class (3 credits)	$1,764
Cost per semester (12 credits)	$7,056

2 semesters = 1 academic year	$14,112
Technology fee (3 credits)	$123.75
Application fee (one-time fee)	$100
Registration fee (one-time fee)	$100
Tuition and fees for a first academic year based on above	$15,302

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 the I-20 Form issuance	$28,302

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 (6 credits)	$5,400
2 semesters = 1 academic year	$10,800
Technology fee (3 credits)	$ 150.00
Application fee (associate, bachelor, and master's degrees one-time fee)	$100
Registration fee (one-time fee)	$100
Tuition and fees for a first academic year based on above	$11,600

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 the I-20 Form issuance	$23,850

Online International Students Tuition and Fees

Tuition and fees for online international students (enrolled only in 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 equate 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 $6,750 (Associate and Bachelor's Degree) and $6,000 (Master's Degree). The average cost to matriculate for an Associate Degree is $16,875; a Bachelor's Degree is $33,750; a Master's Degree is $18,000. 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 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 the 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.
- 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 the Student Aid Report (SAR) with financial information and other application documents submitted by students or their families (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 the university 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 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. Award 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 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 rates are dependent upon an applicant's and/or co-applicant's creditworthiness. 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 the campus will assist students in gathering the 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. Students can schedule an appointment with the 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 students 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 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 them. The Good Hope Scholarship supports the educational aspirations of youth within the Washington Metropolitan Area. This 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 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 guidelines will result in the removal of the scholarship. Taking a Leave of Absence (LOA) may affect scholarship eligibility.

Alumni Undergraduate Domestic Student Scholarship – Associates to Bachelors
The scholarship is renewable each year, provided students meet the requirements and conditions governing this scholarship program, listed below.

- You must have completed an associate degree program and entered a new undergraduate degree program (120 credits) at UOTP.
- The total scholarship amount is $2000.00 over 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 your student account after each completed session; and
- This scholarship is available for the duration of your studies, if you remain in good academic standing according to the UOTP catalog described for your program (CGPA of 3.0), up to $2000.00

Failure to meet the established academic 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, campuses or online.
- 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 $2,000.00 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 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 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 $18,000.00 prorated throughout 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 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 guidelines will result in the removal of the scholarship. Taking a Leave of Absence (LOA) may affect scholarship eligibility.

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 $2,000.00 throughout 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 the student's account after the start of each semester.
- The scholarship applies to tuition charges and technology fees but cannot create 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 guidelines will result in the removal of the scholarship. Taking a Leave of Absence (LOA) may affect scholarship eligibility.

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 $2,000.00 throughout 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 the student's account after the start of each semester.
- The scholarship applies tuition charges and technology fees but cannot create 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 guidelines will result in the removal of the scholarship. Taking a Leave of Absence (LOA) may affect scholarship eligibility.

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 of 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 the VA has not yet paid tuition and fees, University of the Potomac will NOT:

- Prevent students 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, 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 a written request to be certified, and
- Provide additional information needed to properly certify (many students have their 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 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

Payments for new, reentry, and readmitted students are required at the time of registration unless the student is utilizing financial aid, military benefits, or has an approved arrangement with the Student Financial Services Office. For continuing students, payment is due two weeks prior to the start of each semester, unless another payment method or approved financial arrangement has been established. Students remain responsible for any financial obligations incurred while attending the University of the Potomac, irrespective of anticipated financial aid. Any student with an outstanding balance will be placed on hold and will not be permitted to attend classes. Payments made after the deadline may incur a late fee of up to $200.

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 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 may withdraw from the school at any time by submitting a written notice of their intention to terminate enrollment. If no written notification is provided, students will be considered dismissed after 14 consecutive calendar days without attendance or if they fail to return from an approved Leave of Absence.

All fees are non-refundable. According to the institutional refund policy, the school typically retains 100% of tuition and fees if a student completes 60% or more of the semester. The withdrawal date is set as the day the institution determines that the student has stopped attending, which occurs 14 days after the last recorded attendance.

Any applicable refunds to agencies, private loans, scholarships, or the student will be processed within 30 days of determining the student's withdrawal. Students will receive notifications regarding all refunds issued.

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

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

ADMINISTRATIVE SERVICES

Department of Student Support 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 Support 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.

Staff at University of the Potomac are 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 an open-door policy.

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.
- 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.

International Student Advising

Non-immigrant alien students who attend University of the Potomac through the auspices of a non-immigrant student visa are encouraged to contact University of the Potomac's Principal Designated School Official (PDSO) or Designated School Official (DSO), who serves as the International Student Advisor, at the Washington, DC, and Falls Church, VA campuses.

Non-immigrant alien students may seek specialized assistance related to the Student and Exchange Visitors Program (SEVP). 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, or 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
Executive Director, IT/Facilities- Mr. Mark Jiidee
Dean, Student Support Services- Ms. Lachelle Matthews
Director of Human Resources- Ms. Seble Teklehaimanot
Chief Compliance Officer- Ms. Camilla Meros
PDSO- Ms. Omega Barrow

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, and 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 the 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.

In the event of a pandemic, to minimize the spread of the disease, employees may be directed not to report to the workplace. Normal leave policies will be applied until and unless a decision to change them for the emergency event is made by the proper University authority and communicated to the campus.

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 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.

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.

Emergency Medical Procedures

In the event of minor medical emergencies, there are first aid kits located at the front desk, the office of student services, and in the kitchen. They are stocked with supplies necessary to treat minor cuts, bruises, and sprains. In more severe cases, the situation should be reported to the closest staff or faculty member, who will, in turn, delegate someone to report the event to the administrator in charge. The administrator will contact medical personnel and the emergency contact designated by the student, if necessary. If time is critical, there are phones with outbound lines in all offices and at the front desk.

The first person on the scene should call 911 immediately. Delegate the closest individual to contact an administrator or instructor. Clear others from the immediate vicinity. Attempt to keep the victim calm and still. Do not attempt to move the victim. Follow any directions provided by the 911 operator.

Fire Drills

Fire drills may be held at unspecified times. Students are expected to recognize the necessity for the procedure and to cooperate fully in the activity. Fire evacuation maps are posted in all classrooms. All exits are marked. Students are expected to leave the building promptly and in an orderly manner.

GENERAL 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.

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.

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).

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 coursework. 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-up must be completed prior to the end of the session in which they occurred.

Excused Absence

This policy establishes guidelines and procedures for excused absences at University of the Potomac to ensure fairness, academic integrity, and compliance with applicable laws. This policy applies to all enrolled students in undergraduate and graduate programs at University of the Potomac. Regular class attendance is expected for all students. Faculty members may establish additional attendance requirements specific to their courses, as outlined in the course syllabus. Absences may impact:

- Participation grades
- In-class assignments
- Exams and quizzes
- Clinical, laboratory, or practicum requirements

Students are responsible for communicating with their instructors regarding missed coursework and completing any required make-up work when permitted. For F-1 international students, excused absences do not waive the requirement to maintain a full course of study as defined by federal immigration regulations.

Absences (1-2, depending on the degree level) may be considered excused under the following circumstances:

1. Medical Reasons

- Personal illness or injury
- Medical appointment that cannot be scheduled outside class time
- Hospitalization

Documentation: Medical note from a licensed healthcare provider may be required.

2. Family Emergency

- Serious illness or death of an immediate family member (example: parents or siblings).
- Urgent caregiving responsibilities

Documentation: May include obituary, hospital documentation, or written explanation.

3. Military Service
- Students participating in official military duties must provide official documentation.

4. Institutional Representation
Absences due to participation in official university activities (e.g., academic competitions, conferences) are excused with prior notification.

5. Legal Obligations
- Jury duty
- Court appearance

Official documentation is required.

Students must:
- Notify the instructor as soon as possible (preferably before the absence).
- Provide required documentation to the instructor and Student Support Services within 5 business days.
- Arrange with the instructor to complete missed work.
- Complete makeup work within the timeframe established by the instructor.

Faculty members must:
- Clearly state attendance policies in the syllabus.
- Apply the attendance policy consistently.
- Provide reasonable opportunities to make up missed academic work for excused absences.
- Maintain confidentiality of student documentation.

Makeup Work and Assessments
Makeup exams or assignments will be scheduled at the instructor's discretion. Extended or repeated absences may require consultation with Academic Advising or the Program Chair. Students experiencing extended medical or personal issues may be referred to: Academic Advising, Student Support Services, or Disability Services. Formal leave of absence procedures may apply.

Immigration Compliance for F-1 Students
International students in F-1 status must maintain a full course of study each academic term as required by U.S. immigration regulations (8 CFR 214.2(f)(6)). Excused absences granted under this policy do not authorize a reduced course load unless formally approved by a Designated School Official (DSO) in accordance with SEVIS regulations. Failure to maintain full-time enrollment without prior DSO authorization may result in a violation of F-1 status.

Appeals Process
Students who believe their absence was improperly denied must complete the student grievance form and ensure all necessary information is included.

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 12:00 am (Eastern Standard Time) 12:00 am (Eastern Standard Time) and from Thursday 12:01 am to Sunday 12:00 am (Eastern Standard Time) 12:00 am (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 12:00 am (Eastern Standard Time) 12:00 am (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.

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 Support Services, Registrar, or an academic advisor. The link to the form is in the student portal. Please see the Institutional Refund Policy for financial obligations.

Grade Assigned for Withdrawal from a Course

When students are withdrawn from a course, they will receive a grade of **W**. If the withdrawal occurs during or after week five of the term, a **WF** grade is issued. The WF grade is also applicable to those students who have not officially withdrawn from the course, 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.

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. The form can be requested from the Student Support Services Department or academic advisors. Only an approved Withdrawal Request constitutes an official withdrawal. (See Payment and Refund Policies for financial obligations incurred when withdrawing from the University.)

Re-admission/ Re-entry

Students seeking re-admission 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 Support Services 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 re-admission or re-entry to the University. Students are encouraged to contact Admissions for further details on re-admission and Student Support Services for additional information on re-entry.

Academic Success Requirements

Students are required to comply with any new program requirements, policies, procedures, textbook changes, or changes in tuition and fees that are delineated in the catalog in effect at the time of their re-entry. The student must comply with any required academic success plan, advising meetings, or support program participation. If a reentry or readmit student's program or concentration has been discontinued, the student may need to select an active program or concentration and complete extra coursework to meet graduation requirements.

Third Reentry Policy

The University recognizes that students' academic pathways may include interruptions; however, repeated unsuccessful enrollment attempts may indicate the need for firm academic limits. Reentry for a third time is not automatic and is considered a final opportunity for enrollment.

This policy applies to degree-seeking students who seek to return to the University after two prior reentries and subsequent separations, whether due to academic dismissal, suspension, or withdrawal following academic difficulty.

Conditions of Third Reentry

Students approved for third reentry will be subject to all of the following conditions:

- The student will return on academic probation and must meet probationary requirements as defined by University policy.
- Enrollment Restrictions. The University may impose limitations on:
    - Course load;
    - Mode of instruction; and
    - Term-by-term enrollment approval
- The student must acknowledge in writing that a third reentry constitutes a final opportunity for enrollment; and any subsequent academic dismissal or failure to meet

reentry conditions will result in permanent ineligibility for further reentry to the University.

Effect of Subsequent Dismissal
A student who is academically dismissed or fails to meet the conditions of third reentry approval is permanently ineligible for further reentry, reinstatement, or readmission to the University as a degree-seeking student.

Re-entry application
Students must complete the Re-entry Application prior to the term in which they are returning. Upon receiving the re-entry application, a member of Student Support Services will contact the student to schedule an interview with the Re-entry Committee. During the meeting, the student will have the opportunity to explain their reasons for withdrawing from the University and present their academic plan for continuing and graduating. The Re-entry Committee will make a final decision within 48 hours after the interview, and the student will be notified of the outcome via email.

Students must pay any outstanding balance prior to registration. If approved, the Re-entry Application is routed to the DSO (if applicable), Academics, and Student Financial Services for signatures. The student is granted access to the university email and learning management system.

Review Authority
The re-entry committee will consist of members of academics, student support services, and faculty members. Petitions are reviewed by an academic and student support review committee (Program Chair, Dean of Student Support, plus advising representation).

Note: *Approval is discretionary and not guaranteed.*

Academic Reinstatement Policy

Students academically dismissed from the university for more than one semester must be approved by the Academic Dean or their designee. If approved, the Students Support Services Department will request a financial review by the Bursar and the Financial Aid Office to ensure that all financial obligations are met. The student will re-enter the University on academic probation and the Satisfactory Academic Progress policy will apply.

Students changing Academic degree programs, or re-admitted to a different program, are required to complete their degree within the designated maximum time frame of one and a half times the program length, based on the number of credits in the program. In cases of extenuating circumstances, students may request an extension, subject to review and approval by the Dean or their 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 the credits required by the new program. Written permission from the Academic Dean or designee is required if students change programs more than once.

Academic Support

Academic Advising

Academic advising is a vital resource available to all students. Upon enrollment, each student is assigned an advisor based on their educational level to ensure personalized guidance throughout their academic journey. Advising sessions are offered in a one-on-one format and can be accessed through multiple convenient modes: on-campus meetings, virtual appointments or phone consultations. These flexible options are designed to accommodate diverse student needs and schedules.

In addition to dedicated advisors, academic staff and faculty members are available to support students during scheduled office hours and by appointment. Office hours are clearly posted across both campuses and are also listed in each faculty member's course syllabus for easy reference.
For online students, support is just a call or email away. Students are encouraged to reach out to their assigned advisor or Academic Program Chair to request a virtual appointment whenever needed.

Textbooks

The course syllabi contain information about textbooks and supplemental materials for the individual courses offered at the University of the Potomac. In numerous courses, the learning resources available are digitized and provided to students and faculty through Cengage.com. 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 the instructor or the Learning Resource Center (LRC). In addition, the LRC can provide alternative sites where the students may order books. Students are expected to purchase the required textbook(s) for each course. New and used textbooks, eBooks may be purchased or rented through eCampus. Students who receive financial aid may qualify for alternative payment options only through eCampus.

Learning Resource Center/Library

The University of the Potomac maintains an online Learning Resource Center (LRC) under the Academic Affairs division. The LRC provides students with access to digital resources via the Library Information Resources Network (LIRN) and online tutoring services by Tutor.com. Whether students are seeking assistance with a challenging subject, preparing for an exam, or looking to enhance their understanding of various topics, they can access the LRC/LIRN through the Moodle Learning Management System. University of the Potomac faculty, staff, and students may access these databases from any location after creating a user ID and password.
The Learning Resource Center (LRC) provides digital access for courses and programs to a wide variety of resources that include:

- Electronic materials and e-Books
- Periodical databases with access to abstracts (some in full print). These databases include, but are not limited to:

- Business Sources
- Regional Business News Journals
- 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.

Career Development Services

Career Development Services has the resources students need to begin their job search journey. The department offers workshops on resume development, interview skills, employment applications, and networking throughout the year.

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.

Dismissal: Termination of student status for an indefinite period. The conditions of readmission, if any, will be stated in the order of dismissal. After two semesters, a dismissed student may apply to return to school. 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.

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 Chief Academic Office and the 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 Chief Academic Officer, the Chief Compliance Officer, 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.

Policy on Artificial Intelligence in Teaching and Learning

Artificial Intelligence (AI) is transforming education, offering new opportunities to enhance teaching, learning, and research. The University of the Potomac is committed to preparing students and faculty for the evolving demands of the workforce by promoting the positive, responsible, and ethical integration of AI across all academic disciplines.

Policy Statement
The university encourages faculty and students to actively engage with AI tools and methodologies within their courses. AI should be used to support critical thinking, creativity, and problem-solving, not as a substitute for original thought or mastery. The university supports the integration of AI to enrich learning experiences, foster interdisciplinary collaboration, and improve educational outcomes while maintaining academic integrity and transparency.

Guidelines and Best Practices for AI Integration:

- **Align AI Use with Learning Outcomes:** AI technologies should be selected and used only where they clearly support course objectives and learning outcomes. Avoid using AI as a novelty or shortcut; instead, focus on how it enhances teaching and learning.

- **Foster AI Literacy:** Make AI literacy an explicit goal for both students and faculty. This includes understanding how AI works, its capabilities and limitations, recognizing bias, and learning to evaluate, verify, and cite AI-generated outputs.

- **Design Assignments for an AI-Enabled World:** Create meaningful assignments that assume students have access to AI, such as requiring students to critique AI outputs, document their use of AI, or combine AI-assisted work with in-class or oral assessments.

- **Provide Clear, Transparent Course-Level AI Policies:** Each course syllabus should specify what AI tools may be used, for what purposes, and set clear expectations for disclosure, citation, and consequences for misuse.

- **Use AI to Enhance Feedback and Accessibility:** AI can be used for formative feedback, practice quizzes, revision support, and accessibility accommodations, but faculty should retain evaluative authority and oversight.

- **Protect Academic Integrity by Assessment Design:** Prioritize authentic, process-based, and reflective assessments. Use AI detection tools cautiously and never as the sole evidence of academic misconduct.

- **Uphold Ethical Standards:** All AI use should respect principles of academic integrity, fairness, equity, and inclusion. Protect data privacy and avoid entering sensitive or personal information into public AI tools.

- **Institutional Support and Professional Development:** The university will provide training, resources, and opportunities for interdisciplinary collaboration to support effective, ethical AI integration.

Faculty and Student Responsibilities

- Engage with AI tools thoughtfully, ensuring that their use enhances learning and is aligned with course outcomes.
- Properly disclose and cite any use of AI in academic work, following university guidelines.
- Do not submit AI-generated work as original unless explicitly permitted and cited.
- Refrain from inputting confidential, sensitive, or personally identifiable information into AI platforms.
- Uphold the principles of academic integrity in all AI-related activities.

Ethical Considerations and Governance

The university will establish and maintain institutional governance for AI use, including regular policy reviews, guidance on data privacy, and ethical oversight to ensure equity, inclusion, and sustainability. Feedback from faculty, students, and administrators will be solicited annually to adapt the policy as AI technologies and educational best practices evolve.

Summary of Best-Practice Principles

- Start with pedagogy and learning outcomes, not technology for its own sake.
- Teach AI literacy explicitly as a core academic skill.
- Design assignments that remain meaningful with AI present.
- Be transparent about AI use, expectations, and disclosure requirements.
- Use AI to support, not replace teaching and learning.
- Protect academic integrity through thoughtful assessment design.
- Govern AI use collaboratively and ethically, with institutional support.

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.

Students should refer to Student Grievance Procedures (Academic) and Grievance Procedures (Non-Academic) below.

Student Grievance Procedures (Academic)

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 communication and to ensure that the 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 a resolution of a student's concerns:

Step 1: Discuss with the course instructor (if appropriate)
Most academic issues involving faculty or academic departments (e.g. grade appeal) can be resolved by contacting the faculty member teaching the class before the issues escalate further.

Step 2: Discuss with the Program Chair or designee
Students must request a meeting with the Program Chair or Academic Dean by telephone or in writing. The meeting can be through videoconferencing, or in person. The parties involved should attempt to resolve the complaint informally within 14 calendar days of the alleged act or omission.

Step 3: If necessary, file a formal grievance with the Academic Dean or designee
A grievance must be submitted in writing to the Dean **within 30 days** of the incident. Students must complete the student grievance form and ensure all necessary information is included. Submissions should include:

- A detailed description of the issue
- Any supporting evidence or documentation
- Student's contact information and student ID

The form will be submitted directly to the Dean who will respond to the student within 48 hours. The Academic Dean or designee appoints an Academic Grievance Committee (usually within 24 hours) to collect facts and make a recommendation for resolution. At a minimum, the committee consists of a member from the student services department, a faculty member, and a student. There are some cases where a committee meeting must be assembled due to the nature of the grievance. When a meeting is assembled, the person bringing forth the grievance is invited to attend but is not required to do so. If the grievance is related to a faculty action, the faculty shall also be invited to the committee meeting unless the written evidence previously provided by the faculty suffices.

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. The committee should attempt to resolve the complaint within 30 calendar days of the grievance filing date. If a grade change or other record revision is required, the Academic Dean or designee notifies the Registrar. The Registrar makes the appropriate change(s) to the student's records. The decision of the Academic Dean or designee is final.

As a last resort, if all other efforts above have been exhausted and a resolution has not been found, a complaint may be filed with any of the following regulatory bodies:

Middle States Commission on Higher Education (MSCHE):
https://www.msche.org/complaints/.

Higher Education Licensure Commission (HELC) – District of Columbia Office of the State Superintendent of Education:
https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints

State Council of Higher Education for Virginia (SCHEV):
https://www.schev.edu/students/resources/student-complaints

Student and Exchange Visitor Program (SEVP)
https://www.ice.gov/sevis/contact

National Council for State Authorization Reciprocity Agreements (NC-SARA):
https://nc-sara.org/student-complaints

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 the office via email at saa@dvs.virginia.gov.

Grievance Procedures (Non-Academic)

The grievance procedure described below is applicable to non-academic student complaints.

To ensure that grievances are addressed and resolved in a timely manner, it is essential that grievances are brought to the attention of leadership as soon as the incident occurs or when the individual gains knowledge of it. Although there may be instances where it is reasonable and permissible to report a grievance significantly beyond the time of the occurrence, there should be every effort to report such grievances as soon as possible, and not to exceed 60 days.

Level 1: Contact the Student Support Services
Most non-academic concerns can be resolved by contacting the Student Support Services Department before the issue escalates further. Students must first request a meeting with the Dean of Student Support Services by telephone or in writing. The meeting can be through videoconferencing, or in person. Involved parties should attempt to resolve the complaint informally within 14 calendar days of the alleged act or omission.

Level 2: File a written grievance
If a complaint cannot be resolved informally, the student may file a written grievance using the grievance submission form. The written grievance shall contain the name of the complainant, the date of the filing, and a brief yet specific description of the grievance and the redress sought. Non-academic grievances will be submitted to the Dean of Student Support Services who will respond to the student and appoint a Non-Academic Grievance Committee to collect facts within 48 hours. Personnel who review the appeal at this level may include the Academic Dean and any additional people, e.g., the Director of Financial Aid, or Registrar. There are some cases where a committee meeting must be assembled due to the nature of the grievance. When a meeting is assembled, the person bringing forth the grievance is invited to attend but is not required to do so. The Dean of Student Support Services has the final decision on recommendations resulting from Grievance Committee deliberations. When a final decision is reached, the Dean notifies all relevant parties in writing within 30 calendar days of the grievance filing date 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 via the Title IX incident report form. All disability discrimination matters should be brought to the attention of the Disability Support Services/Coordinator at studentservices@potomac.edu.

If a student had a complaint or grievance that could not be resolved after exhausting Potomac's grievance procedures, a complaint may be filed with any of the following regulatory bodies:

Middle States Commission on Higher Education (MSCHE):
https://www.msche.org/complaints/.

Higher Education Licensure Commission (HELC) – District of Columbia Office of the State Superintendent of Education:
https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints

State Council of Higher Education for Virginia (SCHEV):
https://www.schev.edu/students/resources/student-complaints

Student and Exchange Visitor Program (SEVP)
https://www.ice.gov/sevis/contact

National Council for State Authorization Reciprocity Agreements (NC-SARA):
https://nc-sara.org/student-complaints

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 the office via email at saa@dvs.virginia.gov.

ACADEMIC POLICIES AND PROCEDURES – UNDERGRADUATE PROGRAMS

Grading in Undergraduate Courses

Students receive a grade for 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 a 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 it 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 11:59 pm (Eastern Standard Time), the last week of the term. Grades are submitted within 72 hours following the completion of the term.

Incomplete grade

An Incomplete ("I") grade may be assigned only in exceptional and justifiable circumstances that prevent a student from completing course requirements by the end of the term. To be eligible, the student must have completed at least 80% of the coursework, demonstrate the potential to earn a passing grade, and obtain faculty approval prior to 11:59 pm ET on the last day of the course. Incomplete grades are not automatic, are granted sparingly, and require clear justification beyond the student's control.

All remaining coursework must be submitted within 14 calendar days (two weeks) from the last day of the previous academic term. The Incomplete grade is not included in GPA calculations at the time; it is assigned and does not indicate satisfactory academic progress, though it counts toward attempted credits. Failure to meet the completion deadline will result in the Incomplete being converted to the earned final grade, which may be a failing grade.

Course Retake – Undergraduate Courses

Students must retake a course in which they received a failing grade. Students will be registered for the course, preferably in subsequent semesters, should the course be available. Undergraduate students may retake a previously passed course (receiving a grade of "C" or "D") and will be responsible for the tuition for that course. Course repeats are priced at current tuition rates.

Course Retake – third attempt

If students are unsuccessful on a second attempt to retake a course, they must complete the Course Retake Request form to receive permission from the Program Chair to take the failed course for a third time. The highest grade earned is used in the calculation of the grade point average. All course attempts are considered in the calculation of quantitative progress and the maximum time frame.

General Education Courses

The purpose of University of the Potomac's general education courses is to provide students with tools to support their understanding of concepts, to think critically, and to 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 the 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 or a Bachelor's degree, but they do count toward full-time status. They are not considered part of the Satisfactory Academic Progress calculation and do not count on 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 are issued only to students who have completed the academic requirements of their program.

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 Chief Academic Officer, 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 Chief Academic Officer 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 basis).

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.

Transcripts

Official Transcript requests must be submitted via Parchment using the following link: https://www.parchment.com/u/registration/110987/institution. Requests can be submitted by the student or a third party. For requests submitted by a third party, the request must accompany a release signed by the student. The release can be uploaded to Parchment at the time of submitting the request. Processing of transcripts cannot be expedited. All requests are processed within 3-5 business days, barring any unforeseen circumstances. Transcripts can be received electronically or via US postal mail. Unofficial transcripts can be retrieved from the student or alumni portal. Students without access should contact Potomac's Help Desk for assistance.

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 program length based on the 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. Students are placed on a 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 students complete 12 credits, including transfer credits, their minimum Potomac CGPA is 1. 00
ii. At the end of the semester in which students complete 24 credits, including transfer credits, their minimum Potomac CGPA is 1.25
iii. At the end of the semester in which students complete 36 credits, including transfer credits, their minimum Potomac CGPA is 1.50
iv. At the end of the semester in which students complete 48 credits, including transfer credits, their minimum Potomac CGPA is 1.75
v. At the end of the semester in which students complete 60 credits, including transfer credits, their minimum CGPA must be 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:
    i. They have achieved the required CGPA, they are removed from academic probation and, if relevant, are eligible for financial aid.
    ii. 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.
    iii. 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 their removal from warning or probation.

Dismissal: Termination of student status for an indefinite period. The conditions of readmission, if any, will be stated in the order of dismissal. After two semesters, a dismissed student may apply to return to school. 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.

Financial Aid Warning and Probation

Satisfactory Academic Progress (SAP) can affect a student's eligibility for financial aid. The first time a student fails to meet SAP, they will be placed on financial aid warning. If the 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. The deadline for an appeal is no later than one week after the start of the next semester to avoid disruption in enrollment due to loss of eligibility for financial aid. If enrollment continues after loss of eligibility, students may be liable for tuition and fees. If the appeal is successful, students are placed on probation for one semester and the student must sign and adhere to an academic plan. The academic plan, created by the academic dean or a designee, 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.

Leave of Absence – Undergraduate Program

Undergraduate program 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.

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.

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 24 credits) per academic year. A leave of absence does not adversely affect satisfactory progress toward a degree. Students who have not completed 24 credit hours at the time of a Leave of Absence request

are required to withdraw from the University. International students cannot apply for a Leave of Absence in the middle of their semester.

Application for LOA must be made prior to the start of the session at which the LOA is to begin. The LOA will not be granted for a session that has already started. 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. The Student Support 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.

Medical Leave of Absence (LOA) Policy for F-1 International Students

To ensure compliance with federal F-1 visa regulations and to provide clarity to our international students, the following Medical Leave of Absence (LOA) policy outlines the eligibility requirements, documentation standards, and responsibilities that must be followed. This policy is designed to support students' health needs while also protecting their immigration status.

Duration of Medical LOA

- A Medical LOA cannot exceed 12 months during the entire duration of your academic program.
- Requests for extensions beyond this limit will not be granted.

Medical Documentation Requirements

- Only medical documentation from licensed doctors within the United States will be accepted.
- The doctor's note must:
  - Clearly state the medical condition,
  - Specify the date on which you can return to school, and
  - Be signed and dated by the physician.

Restrictions During Medical LOA

- Students on Medical LOA are not permitted to work on or off campus.
- Unauthorized employment during LOA is a violation of F-1 visa regulations.

Travel and Re-Entry Guidelines

- If your Medical LOA is approved, you may leave the United States.
- However, you must return within five (5) months of departure.
- If you remain outside the U.S. for more than five (5) months, you will need:
  o A newly issued I-20, and
  o To pay the I-901 SEVIS fee again before re-entry.

Eligibility Limitations

- A Medical LOA can only be granted to the F-1 students themselves.
- Medical LOA cannot be approved based on a family member's illness or condition.

Requesting Medical LOA

- To request Medical LOA, you must:
  o Provide proper medical documentation, and

o Meet with Student Services to complete the required process.
- Incomplete requests will not be processed.

Maintaining Status if LOA is Denied

- If your request for a Medical LOA is denied, you must:
  o Continue to maintain a full course load of study, or
  o Speak with your Designated School Official (DSO) to request an early withdrawal.
- If you withdraw from your program, you must exit the United States within 15 days of the withdrawal date.

ACADEMIC POLICIES AND PROCEDURES – GRADUATE PROGRAMS

Grading in Graduate Courses

Students receive a grade for 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 must maintain a cumulative GPA of 3.0 or higher to graduate. Core courses with grades below B- must be repeated. Only one grade of C is allowed in concentration courses. In programs without an academic concentration, one grade of C is permitted.**

Additional course designators are:

- **AU** Auditing of a course. Non-credit bearing
- **EX** Exempt from a course; Non-credit bearing
- **I** Incomplete; Professor approval is required prior to the end of the course. 80% of work product must be completed at the time of request. All non-completed assignments must be received within 3 weeks of the conclusion of the course.
- **P** Pass. Course has been passed with a "C" grade or higher; not included in determining grade point average. Represents satisfactory progress toward a degree.
- **R** Repeated course; highest grade obtained is used in computing grade point average.
- **TR** Transfer credit; not included in determining grade point average.
- **W** Withdrawn after add/drop period; not included in determining grade point average. Included toward attempted hours.
- **WF** Administratively withdrawn from a course. A grade of WF carries the same academic penalty as an "F" grade and is computed as a part of the grade point average.

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

Course Retake – Graduate Courses

Students must retake the course in which they received a failing grade. Students will be registered for the course, preferably in subsequent semesters, should the course be available. In graduate programs, core courses with grades below B- must be repeated. Only one grade of C is allowed in concentration courses. In programs without an academic concentration, one grade of C is permitted. Course repeats are priced at current tuition rates.

Course Retake – third attempt

If students are unsuccessful on a second attempt to retake a course, they must complete the Course Retake Request form to receive permission from the Program Chair to take the failed course for a third time. The highest grade earned is used in the calculation of the grade point average. All course attempts are considered in the calculation of quantitative progress and the maximum time frame.

Incomplete grade

An Incomplete ("I") grade may be assigned only in exceptional and justifiable circumstances that prevent a student from completing course requirements by the end of the term. To be eligible, the student must have completed at least 80% of the coursework, demonstrate the potential to earn a passing grade, and obtain faculty approval prior to 11:59 pm ET on the last day of the course. Incomplete grades are not automatic, are granted sparingly, and require clear justification beyond the student's control.

All remaining coursework must be submitted within 14 calendar days (two weeks) from the last day of the previous academic term. The Incomplete grade is not included in GPA calculations at the time; it is assigned and does not indicate satisfactory academic progress, though it counts toward attempted credits. Failure to meet the completion deadline will result in the Incomplete being converted to the earned final grade, which may be a failing grade.

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 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 graduate 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 (e.g.,) probation, dismissal, or removal from probation.

Graduate students must complete their educational program in a period no longer than one and a half times the program length, based on the number of credits in a program. Graduate programs require 36 credits to complete. The standard program length is 36 credits, and the maximum time frame (MTF) is 1.5 times, or 54 credits attempted. If a student reaches a point at which they can no longer graduate within the defined maximum time frame, the student is dismissed from the University.

Dismissal: Termination of student status for an indefinite period. The conditions of readmission, if any, will be stated in the order of dismissal. After two semesters, a dismissed student may apply to return to school. 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.

Financial Aid Probation and Suspension

Satisfactory Academic Progress (SAP) can affect a student's eligibility for financial aid. The first time a student fails to meet SAP they will be placed on financial aid probation. If the student fails after being on probation, they are placed on academic suspension and are 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. The deadline for an appeal is no later than one week after the start of the next semester to avoid disruption in enrollment due to loss of eligibility for financial aid. If enrollment continues after loss of eligibility, students may be liable for tuition and fees. If the appeal is successful, students are placed on probation for one semester and the student must sign and adhere to an academic plan. The academic plan, created by the academic dean or a designee, 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

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.

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 Student Services Office. The Student Services 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 Student Services 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.

Students who have been academically dismissed and have not attended the University for over one year must apply through the Admissions Office. The student will be readmitted on academic probation and the policies on Satisfactory Academic Progress will apply. Students changing programs or being re-admitted to a different program are still required to complete their

educational program within the designated maximum time frame of one and a half times the program length based on the number of credits in the program.

Grading in Doctorate Courses

Students receive a grade in each course for which they are registered 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", "SAR", and "UN" are used only in the dissertation courses, i.e., 800 and 900-level courses. Students receive a "SAR" when course requirements are not met, but students are actively progressing in the course. 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 requirements and expectations
A-	3.75	90-93	Excellent – Exceeds requirements and expectations
B+	3.50	87-89	Superior – Exceeds requirements and expectations
B	3.00	83-86	Very Good – Exceeds requirements and expectations
F	0.00	<60	Failure – Fails to meet 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 each course. Courses with a grade of less than B must be repeated.

Additional course designators are:

- **AU** Auditing of a course. Non-credit bearing
- **EX** Exempt from a course; Non-credit bearing
- **I** Incomplete; Professor approval is required prior to the end of the course. 80% of work product must be completed at the time of request. All non-completed assignments must be received within 3 weeks of the conclusion of the course.
- **P** Pass. Course has been passed with a "C" grade or higher; not included in determining grade point average. Represents satisfactory progress toward a degree.
- **R** Repeated course; highest grade obtained is used in computing grade point average.
- **SA** Indicates satisfactory completion of doctoral dissertation courses
- **SAR** Indicates satisfactory repeat of doctoral dissertation courses
- **TR** Transfer credit; not included in determining grade point average.
- **UN** unsatisfactory completion of the doctoral dissertation course.
- **W** Withdrawn after add/drop period; not included in determining grade point average. Included toward attempted hours.
- **WF** Administratively withdrawn from a course. A grade of WF carries the same academic penalty as an "F" grade and is computed as a part of the grade point average.

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

Course Retake – Doctorate Courses

Students must retake the course in which they received a failing grade or an "SAR" grade. In a doctoral program, students must earn a minimum grade of B in each course. Courses with a grade of less than B must be repeated. Students will be registered for the course, preferably in subsequent semesters, should the course be available. Course repeats are priced at current tuition rates.

Course Retake – third attempt

If students are unsuccessful on a second attempt to retake a course, they must complete the Course Retake Request form to receive permission from the Program Chair to take the failed course for a third time. The highest grade earned is used in the calculation of the grade point average. All course attempts are considered in the calculation of quantitative progress and the maximum time frame.

Incomplete grade

An Incomplete ("I") grade may be assigned only in exceptional and justifiable circumstances that prevent a student from completing course requirements by the end of the term. To be eligible, the student must have completed at least 80% of the coursework, demonstrate the potential to earn a passing grade, and obtain faculty approval prior to 11:59 pm ET on the last day of the course. Incomplete grades are not automatic, are granted sparingly, and require clear justification beyond the student's control.

All remaining coursework must be submitted within 14 calendar days (two weeks) from the last day of the previous academic term. The Incomplete grade is not included in GPA calculations at the time; it is assigned and does not indicate satisfactory academic progress, though it counts toward attempted credits. Failure to meet the completion deadline will result in the Incomplete being converted to the earned final grade, which may be a failing grade.

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 removal 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 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.

Dismissal: Termination of student status for an indefinite period. The conditions of readmission, if any, will be stated in the order of dismissal. After two semesters, a dismissed student may apply to return to school. 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.

Financial Aid Probation and Suspension

Satisfactory Academic Progress (SAP) can affect a student's eligibility for financial aid. The first time a student fails to meet SAP, they will be placed on financial aid probation. If the student fails after being on probation, they are placed on academic suspension and are 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. The deadline for an appeal is no later than one week after the start of the next semester to avoid disruption in enrollment due to loss of eligibility for financial aid. If enrollment continues after loss of eligibility, students may be liable for tuition and fees. If the appeal is successful, students are placed on probation for one semester, and the student must sign and adhere to an academic plan. The academic plan, created by the academic dean or a designee, 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.

Mandatory Monthly On-Campus Engagement for F-1 Doctoral Students

This policy establishes mandatory physical engagement requirements for doctoral students holding F-1 visa status during their research and dissertation phases. The requirement ensures consistent progress in the doctoral program and compliance with federal regulations regarding mandatory physical attendance and supervision necessary for maintaining F-1 visa status.

This policy applies to **all F-1 visa holder doctoral students** officially registered in any of the designated research-phase courses listed in Section IV. This requirement is effective for the entire duration a student is enrolled in these specific courses.

Requirements

- F-1 doctoral students enrolled in the research-phase courses listed below **must meet a minimum of once every calendar month** with their assigned **Professor or Dissertation Chair.**
- Each required meeting must have a minimum duration of **two (2) hours** of substantive academic discussion and supervision related to the student's research progression.
- Meetings must be conducted at the university's designated physical campus locations (DC or VA campus) according to the following formats:
    - **In-Person Meeting:** The student and the Professor/Dissertation Chair meet face-to-face on the DC or VA campus.
    - **Virtual Meeting (On-Campus Presence Required):** The student must physically report to the designated DC or VA campus location for the duration of the meeting. The university will supply a space and necessary technology (e.g., meeting room, video conferencing equipment) for the student to meet virtually with their Professor/Chair, who may remote in to the meeting.

The physical presence of the F-1 student on the DC or VA campus for the full two-hour duration of the meeting is mandatory, regardless of whether the Professor/Chair is remote or present in person.

Documentation
The Professor or Dissertation Chair is responsible for documenting the date, time, duration, location, and substantive topic of the monthly two-hour meeting, and ensuring this record is submitted to the Doctoral Program Office for compliance tracking.

Applicable Research-Phase Courses
This policy is mandatory for F-1 visa students enrolled in any of the following research-phase courses:

Program	Course Codes
All Doctoral Students	DBEC798, DBEC799, DBEC800, DBEC801 Part 1, DBEC801 Part 2, DBEC802
Doctorate of Business Administration	DBA803, DBA804, DBA900 (Part 1), DBA900.A (Part 2)
Doctorate of Education	EDUC803, EDUC804, EDUC900 Part 1, EDUC900 Part 2
Doctorate of Computer Science	COMP803, COMP804, COMP900 Part 1, COMP900 Part 2

Compliance and Enforcement
Failure by an F-1 visa doctoral student to adhere to the mandatory monthly two-hour on-campus engagement requirement constitutes a failure to comply with the terms of their academic program and may result in:

1. A failing grade for the applicable research course.
2. The delay of the official commencement of the dissertation or capstone phase.
3. Reporting of a failure to maintain status to the International Student Services Office, which may jeopardize the student's F-1 visa status.

It is the student's responsibility to proactively schedule the monthly meeting with their Professor or Dissertation Chair.

Leave of Absence – Graduate Program

Graduate program 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.

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.

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 a Leave of Absence in the middle of their semester.

Application for LOA must be made prior to the start of the session at which the LOA is to begin. The LOA will not be granted for a session that has already started. 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. The Student Support 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.

Medical Leave of Absence (LOA) Policy for F-1 International Students

To ensure compliance with federal F-1 visa regulations and to provide clarity to our international students, the following Medical Leave of Absence (LOA) policy outlines the eligibility requirements, documentation standards, and responsibilities that must be followed. This policy is designed to support students' health needs while also protecting their immigration status.

Duration of Medical LOA

- A Medical LOA cannot exceed 12 months during the entire duration of your academic program.
- Requests for extensions beyond this limit will not be granted.

Medical Documentation Requirements

- Only medical documentation from licensed doctors within the United States will be accepted.
- The doctor's note must:
  - Clearly state the medical condition,
  - Specify the date on which you can return to school, and
  - Be signed and dated by the physician.

Restrictions During Medical LOA

- Students on Medical LOA are not permitted to work on or off campus.
- Unauthorized employment during LOA is a violation of F-1 visa regulations.

Travel and Re-Entry Guidelines

- If your Medical LOA is approved, you may leave the United States.
- However, you must return within five (5) months of departure.
- If you remain outside the U.S. for more than five (5) months, you will need:
  o A newly issued I-20, and
  o To pay the I-901 SEVIS fee again before re-entry.

Eligibility Limitations

- A Medical LOA can only be granted to the F-1 students themselves.
- Medical LOA cannot be approved based on a family member's illness or condition.

Requesting Medical LOA

- To request Medical LOA, you must:
  o Provide proper medical documentation, and
  o Meet with Student Services to complete the required process.
- Incomplete requests will not be processed.

Maintaining Status if LOA is Denied

- If your request for a Medical LOA is denied, you must:
  o Continue to maintain a full course load of study, or
  o Speak with your Designated School Official (DSO) to request an early withdrawal.
- If you withdraw from your program, you must exit the United States within 15 days of the withdrawal date.

DEGREE REQUIREMENTS

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 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.

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.

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.

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 a 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 takes 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: Doctoral Research I: Proposal Development, DBEC801: Introduction & Literature Review (Part I & II), and DBEC802: Doctoral Research III: Methodology. Following the successful completion of DBEC802: Doctoral Research III: Methodology, 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. The remaining four courses are DBA803 Doctoral Research IV: Proposal Development, DBA804 Doctoral Research V: Data Collection and Analysis, DBA900 Dissertation Composition, and DBA900 Dissertation Defense and Publication**.** 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 doctoral 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, the 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 the 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.

Responsibilities of the Dissertation Committee:
The Dissertation Committee, including the doctoral candidate, led by the Committee Chair, is responsible for the comprehensive review of the dissertation manuscript's content. This includes ensuring the originality, significance, and contribution of the research to the field of study. This all-encompassing expectation of the Dissertation Committee includes:

- Ensuring that the manuscript meets the high standards required for publication.
- Provides a clear and coherent presentation and is adherent to academic conventions and professional quality of writing in APA format.
- Verification that the manuscript adheres to the university's formatting guidelines and style.
- Once the manuscript meets all academic standards, the Dissertation Committee will provide the first approval, then shall forward the document to the Quality Formatting Review Team.

Responsibilities of the University Quality Assurance Review:
The University Quality Assurance (UQA) team will conduct a final review focusing on the full Dissertation Checklist. Any necessary revisions will be communicated to the Dissertation Chair by the Chair of Doctoral Programs. The UQA team must approve the dissertation before a dissertation defense date can be set.

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 determined. The chairperson may also, if they choose, 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 approve to schedule the defense when the written dissertation is ready for public scrutiny. The candidate must provide each member of the committee with 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 Description

This Doctor of Business Administration (DBA) program is designed for experienced professionals seeking to bridge the gap between academic theory and real-world application. Through a rigorous curriculum focused on evidence-based decision-making, candidates will learn to synthesize contemporary business theories with advanced research methodologies to navigate the complexities of the global market. The program culminates in the completion and defense of a doctoral dissertation, during which students demonstrate their ability to design comprehensive, problem-based research inquiries. Graduates emerge as scholar-practitioners capable of generating innovative, practical solutions grounded in data analysis to address various business opportunities and challenges.

Program Learning Outcomes

1. Synthesize advanced expertise in contemporary business theories and concepts to assess technology-driven opportunities within the global business administration landscape.
2. Formulate innovative ideas and strategic solutions by integrating multi-disciplinary knowledge to construct practical methodologies that resolve complex organizational leadership challenges.
3. Design and execute comprehensive research inquiries that include problem identification, critical literature review, study design, and data analysis to disseminate succinct, evidence-based findings.
4. Evaluate complex industry challenges against regulatory frameworks and standards to construct prescriptive conclusions derived from real-world experience.

Program Outline

Students must complete all courses and defend their dissertations.

Research 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 Ethics and Decision-Making	3
DBA727	Business Innovation and Sustainability	3

Management and Business Processes

DBA740	Accounting and Financial Management	3
DBA745	Project Management Framework and Processes	3

Global Business Leadership

DBA765	Global Strategic Leadership	3
DBA770	International Marketing in Business	3

Prospectus Preparation

DBEC798	Doctoral Prospectus Development I	3
DBEC799	Doctoral Prospectus Development II	3

Dissertation

DBEC800	Doctoral Research I: Proposal Development	3
DBEC801	Doctoral Research I: Introduction & Literature Review	3
DBEC801.A	Doctoral Research II: Introduction & Literature Review	3
DBEC802	Doctoral Research III: Methodology	3
DBA803	Doctoral Research IV: Proposal Development	3
DBA804	Doctoral Research V: Data Collection and Analysis	3

Dissertation Defense

DBA900	Dissertation Composition	3
DBA900.A	Dissertation Defense and Publication	3

Total credits: 60

Doctor of Education

Program Description

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 Outcomes

Upon completion of the program, graduates will be able to address the needs and challenges facing education professionals across a variety of content. 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
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

Research Methods

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

Prospectus Preparation

DBEC798	Doctoral Prospectus Development I	3
DBEC799	Doctoral Prospectus Development II	3

Dissertation

DBEC800	Doctoral Research I: Proposal Development	3
DBEC801	Doctoral Research I: Introduction & Literature Review	3
DBEC801.A	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 Description

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 Outcomes

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 dissertations.

Theory

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

Prospectus Preparation

DBEC798	Doctoral Prospectus Development I	3
DBEC799	Doctoral Prospectus Development II	3

Dissertation

DBEC800	Doctoral Research I: Proposal Development	3
DBEC801	Doctoral Research I: Introduction & Literature Review	3
DBEC801.A	Doctoral Research II: Introduction & Literature Review	3
DBEC802	Doctoral Research III: Methodology	3
COMP803	Doctoral Research IV: Results, Findings, and Discussion	3
COMP804	Doctoral Research V: Discussion and Defense	3

Dissertation Defense

COMP900	Dissertation Defense	9

Total credits: 60

MASTER'S DEGREES

Master of Business Administration

Program Description

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 Outcomes

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*
- 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*

**not currently enrolling*

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
BUS570	Business Ethics

Accounting concentration (12 credits)

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

Amazon Web Services concentration (12 credits)*

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

**not currently enrolling*

Artificial Intelligence concentration (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

**not currently enrolling*

Computer Informatics concentration (12 credits)*

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

**not currently enrolling*

Education concentration (12 credits)*

EDU510	Education in a Globalized World
EDU520	Effective use of Technology in Education
EDU530	Curriculum Design and Planning
EDU540	Education Administrative Practices and Policies

**not currently enrolling*

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

**not currently enrolling*

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

**not currently enrolling*

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)*

MLS620	Intergovernmental Relations
MPP610	Governmental Theory
MPP620	Grant Writing and Administration

MPP630 Public Budgeting and Finance

**not currently enrolling*

Total credits: 36

Comprehensive Examination (Required)
Upon completion of all coursework, the MBA candidate will take a comprehensive examination. The MBA Comprehensive Exam will be administered by Peregrine.

*Executive Master of Business Administration**

Program Description
The Executive Master of Business Administration (EMBA) program is uniquely crafted to hone the critical thinking skills of business professionals, mid-level and senior-level executives who are charged with driving strategic decisions leading to timely and solution-oriented outcomes locally and globally. The EMBA Program is constructed to prepare its graduates for competing in a highly competitive global marketplace. Such theoretical and practical business knowledge will be obtained through innovative business courses and international residencies.

Program Learning Outcomes
Graduates of the Executive Master of Business Administration will be able to:

- Devise managerial strategies through group collaboration to obtain optimal business solutions and outcomes.
- Demonstrate the principles of ethical leadership as a fundamental operating practice.
- Critically evaluate business information to develop holistic strategies underpinned by effective ethical leadership, team designs, and cultural variabilities.
- Approach real-world challenges with effective management methodology and leadership style.
- Formulate evidence-based decisions for managing organizations and stakeholder expectations in dynamic business environments.
- Create innovative solutions as a method to maximize efficiencies in business operations.
- Analyze and interpret local, national, and global challenges to formulate solutions that optimize business and management practices.
- Develop students' dialectical reasoning and evaluative interpretational skills for doctoral-level study in business administration.

The EMBA program consists of 16 courses and 45 academic credits, and includes two required residencies.

Courses

BUS601A	Budget Your Time and Money to Expand and Profit
BUS602A	The Major Principles of Success and Growth
BUS603A	Maintain Sound Business Health
BUS610A	Leading Collaborative Teams to Success
BUS620A	Cultivate Creative Vision and Use Applied Faith
BUS630A	Thinking Accurately to Gain the Edge
BUS635A	World Order Strategic Outcomes

BUS640A How International Entities Impact Your Decisions
BUS645A Marketing Analytics to Getting Buzz
BUS650A Negotiations: How to Get More of What You Want
BUS655A Emerging Issues for 21st Century Business
BUS660A The Secrets of Creative Thinking and Creative Doing
BUS670A Control Your Enthusiasm and Enforce Self-Discipline
BUS690A Cultivating the Entrepreneurial Mindset

Residency Courses
BUS699A World Leadership and Global Outcomes

**not currently enrolling*

Master of Healthcare Administration

Program Description
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 Outcomes
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 credits: 36

Master of Science in Accounting

Program Description
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 Outcomes
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

Total credits: 36

Master of Science in Computer Science

Program Description

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 Outcomes

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. All courses are three credits.

Concentrations:

- Amazon Web Services*
- Artificial Intelligence
- Big Data Science*
- Cyber Security*
- Database Organization*
- Information Technology Management*

**not currently enrolling.*

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 concentration (12 credits)*

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

**not currently enrolling.*

Artificial Intelligence concentration (12 credits)

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

Big Data Science concentration (12 credits)*

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

**not currently enrolling.*

Cyber Security concentration (12 credits)*

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

not currently enrolling.

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

not currently enrolling.

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

not currently enrolling.

Total credits: 36

Master of Science in Data Analytics

Program Description

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 Outcomes

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 two concentrations. All courses are three credits.

Concentrations:

- Amazon Web Services*
- Artificial Intelligence*
- Big Data Science
- Business Analytics
- Marketing Analytics*
- Financial Analytics*
- Geospatial Intelligence*

**not currently enrolling.*

Core (24 credits)

MGMT610	Executive Leadership
BUS560	Management and Information Systems
MCAP520	Enterprise Data Management and Administration
COMP620	Corporate IT Security Audit Compliance
CBSC520	Data 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

**not currently enrolling.*

Artificial Intelligence concentration (12 credits)*

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

**not currently enrolling.*

Big Data Science concentration (12 credits)

DACS610	Data Mining
DACS620	Machine Learning
DACS630	Data Preparation and Analysis
RES680	Capstone in Data Analytics

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

**not currently enrolling.*

Financial Analytics concentration (12 credits)*

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

**not currently enrolling.*

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

**not currently enrolling.*

Total credits: 36

Master of Science in Education

Program Description

The Master of Science in Education (MSEd) program integrates research, theory, and professional practice to prepare graduates to improve teaching and learning, lead organizational change, apply ethical and legal principles, and promote equitable outcomes. Students develop advanced competencies in educational leadership, research-based decision-making, and technology-enhanced strategies, preparing them for professional and leadership roles in schools, higher education institutions, and education organizations.

Program Learning Outcomes

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

- Assess learner development across the cognitive, linguistic, social, emotional, and physical domains and design inclusive, developmentally appropriate learning experiences that support diverse learners.
- Design collaborative learning environments that foster engagement, positive social interaction, and shared responsibility among learners, educators, families, and communities.
- Construct assessment models to monitor learner progress, program effectiveness, and inform instructional and organizational decision-making.

- Apply leadership theories, innovative technologies (such as AI systems), and other technologies to curate knowledge and learning resources and organizational improvement strategies, and to manage change, enhance educational effectiveness, and support continuous institutional improvement.
- Synthesize ethical principles, legal requirements, and professional standards in educational Master's-level practice, leadership, and policy implementation.
- Conduct educational research to inform practice, advance professional knowledge, and support evidence-based improvement initiatives.

Program Outline

Students complete 36 credits, eight courses in the core, and four courses in the concentration. All courses are three credits.

Concentrations:

- Administration
- Elementary Teaching*
- English as a Second Language
- Learning Design Innovation*
- STEM Education*

**not currently enrolling.*

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

Administration

EDU621	Education School Law and Ethics
EDU622	Education Finance & Management School Resources
EDU623	Inquiry for Performance Improvement
EDU624	Program Integration Capstone

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

**not currently enrolling.*

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

**not currently enrolling.*

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

**not currently enrolling.*

Total credits: 36

Master of Science in Geospatial Information Technology*

Program Description

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 Outcomes

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, and 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 in 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 credits: 36

**not currently enrolling.*

Master of Science in Healthcare Informatics

Program Description

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 Outcomes

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)

HLTH600 Healthcare Informatics, Analytics and Technology
MCAP520 Enterprise Data Management and Administration
DACS640 Data Integration, Warehousing, Provenance, and Analysis
HLTH635 Health Data Structures

Total credits: 36

Master of Science in Information Technology

Program Description

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 Outcomes

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*
- Artificial Intelligence*
- Cyber Security
- Geospatial Intelligence*
- Information Technology Management

**not currently enrolling.*

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 concentration (12 credits)*

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

**not currently enrolling.*

Artificial Intelligence concentration (12 credits)*

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

**not currently enrolling.*

Cyber Security concentration (12 credits)

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

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

**not currently enrolling.*

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 credits: 36

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

Program Description

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 Outcomes

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

To complete the Bachelor of Science in Hospitality and Tourism Management program combined with the Master of Business Administration with a concentration in Hospitality and Tourism Management, students must earn 144 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 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
HOTO690 MBA Internship in Hospitality and Tourism

Electives: 6 credits

Total credits: 144

**not currently enrolling*

BACHELOR'S DEGREES

Bachelor of Science in Accounting*

Program Description

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 Outcomes

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.

Prerequisites for Upper Division Courses

- Successful completion of general education course requirements
- Successful completion of ACCT101, ACCT110, and FIN230

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 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: 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) – At least 3 credits must be in lower-division.

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

Final Research (3 credits)

CAP480 Capstone Project

Electives (15 Credits) – At least 15 credits must be in upper-division.

Total credits: 120

**not currently enrolling*

Bachelor of Science in Business

Program Description

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 Outcomes

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.

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
- Geospatial Business Intelligence*
- Government Contract Management
- Healthcare Management*
- Information Management*
- International Business
- Marketing

**not currently enrolling*

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) – At least 12 credits must be in lower-division.

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

Final Project
CAP480 Capstone Project

Electives (21 Credits) – At least 21 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

**not currently enrolling*

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 Intelligence

**not currently enrolling*

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*

HLTH300	Health Information Services Management
HLTH320	Healthcare Enterprise Systems
HLTH410	Healthcare Information Law, Privacy, and Security
HLTH421	Healthcare Organizations and Finance
HLTH435	Healthcare Quality Management
HLTH440	Economics of Healthcare Organizations

**not currently enrolling*

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

**not currently enrolling*

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

Total credits: 120

Bachelor of Science in Computer Science

Program Description

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 Learning Outcomes

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

- Apply mathematical foundations, algorithmic principles, and computer science theory to model and design computer-based systems.
- Develop computing solutions by analyzing problems and identifying the necessary computing and informatics requirements.
- Design and implement secure computing systems and networking infrastructure, ensuring reliability through the application of logic, mathematical principles, and appropriate technical standards.
- Evaluate algorithms, programming languages, compilers, and operating systems to select or develop the most suitable solutions for specific problems.

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 Computer Science, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

Concentrations:

- Cyber Security
- Data Analytics
- Software Engineering

LOWER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (18 credits)

ENGL101	English Composition I
ENGL102	English Composition II
HIST101	Introduction to World History
GNED112	Student Success Strategies
MATH115	Calculus
PHIS100	Mechanics

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

Electives (6 Credits) – At least 6 credits must be in lower-division.

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 (27 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
COMP455	Mobile Applications Development

Final Research (3 credits)

CAP480	Capstone Project

Electives/concentrations (18 Credits) – At least 18 credits must be in upper-division.

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

Data Analytics Concentration

DACS300	Data Analytics
DACS305	Fundamentals of Data Mining
DACS310	Database Design
DACS315	Introduction to Structured Query Language
DACS320	Oracle SQL Fundamentals
DACS440	Data Analytics II

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

Total credits: 120

Bachelor of Science in Criminal Justice*

Program Description

Bachelor of Science in Criminal Justice (BSCJ) provides interested professionals the opportunity to be part of the solutions that professionals in the criminal justice field create each and every day. The Bachelor's degree provides a great background to go into criminal justice-related jobs.

Program Learning Outcomes

The objective of the BS in Criminal Justice is to provide the opportunity for graduates to gain insight into court, security, police, and corrections operations. Graduates will also have the potential to learn how to handle the legal, social and technological challenges in the criminal justice field and move into law enforcement, political jobs, and legal jobs, such as a paralegal or judicial assistant.

Graduates from BSCJ program will:

- Obtain general knowledge about the criminal justice system, including familiarity with the criminal law, criminal procedure, victimization, the adjudication process, corrections options, police-community relations, evidence, ethics and theory;
- Recognize the importance of federal and state statutory law, case law, and constitutional law as it constrains the police, the courts, and corrections;
- Attain the skills necessary to communicate effectively in writing, solving complex problems demonstrating they can see problems from multiple perspectives and still support their final conclusions with persuasive arguments;
- Become familiar with the main principles of the United States Constitution. They will learn to apply Constitutional principles relating to individual rights and due process to actual criminal justice problems;
- Interpret, and evaluate information in a variety of forms while critiquing a crime scene scenario;
- Approach complex problems from a diverse perspective while considering alternative solutions when critiquing a crime scene scenario;
- Demonstrate the relationship between crime and the various correlating components as: race, gender, age, social class, and social institutions

Program Outline

The Bachelor of Science in Criminal Justice degree 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 Low Division Courses 42 CREDITS

Foundations of Criminal Justice (12 credits)

CJLE202 Criminal Justice Research and Writing
CJLE230 Critical Thinking in Criminal Justice
CJLE240 Criminology
CJLE245 Ethics and the Criminal Justice Professional

Justice System (12 credits)

CJLE235 Juvenile Justice Systems and Court Involved Youth

CJLE250 Criminal Court Systems
CJLE255 Law Enforcement Organization and Administration
CJLE260 Corrections

Law (6 credits)
CJLE265 Criminal Procedure
CJLE270 Criminal Law, Evidence and Procedures

Law Enforcement (12 credits)
CJLE263 Criminal Behavior
CJLE257 Police Theory and Practices
CJLE271 Current Issues in Criminal Justice
CJLE275 Criminal Investigations

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 Upper Division courses (38 credits)

Crime Typologies (9 credits)
CJLE310 Organized Crime
CJLE315 Gangs and Subcultures
CJLE320 White Collar Crime

Crime and Society (15 credits)
CJLE330 Race, Ethnicity, Crime, and Criminal Justice
CJLE335 Gender, Crime, and Criminal Justice
CJLE345 Crime, Media, and Culture
CJLE355 Social Justice and Crime
CJLE365 Drugs and Crime

The Impacts of Crime (6 credits)
CJLE360 Victimology
CJLE370 Community-Based Corrections

Crime Research (9 credits)
CJLE380 Research Methods in Criminal Justice 9 credits
CJLE385 Forensic Sciences
CJLE386 Security Management

Crime Terrorism (9 credits)
CJLE387 Counterintelligence
CJLE388 Cybercrime and Digital Terrorism
CJLE415 Current Issues in Forensics and Criminal Investigations

Total credits: 120

**not currently enrolling*

Bachelor of Science in Cyber Security and Policy*

Program Description

Networks are always active, requiring constant vigilance to protect corporate data, government confidential information, and classified military information. Students who earn a Bachelor of Science degree in Cyber Security and Policy will be prepared for a challenging and rewarding career in combating global cybercrime and safeguarding the digital world against hacking, fraud, and malware. Graduates in Cyber Security will enter a rapidly growing field with numerous opportunities to help businesses, governments, and the military protect their networks, data, and systems.

Program Learning Outcomes

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

- Design secure networks that meet strategic objectives and incorporate emerging trends and issues in cyber security.
- Implement appropriate countermeasure policies to prevent security breaches of data and information.
- Apply professional and ethical standards of conduct to ensure the protection of personal privacy in all cyber security practices.
- Develop comprehensive security plans for computer systems, networks, and storage servers, addressing potential vulnerabilities and threats.

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 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)

ENGL101	English Composition I
ENGL102	English Composition II
HIST101	Introduction to World History
GNED112	Student Success Strategies
MATH115	Calculus
PHIS100	Mechanics

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) – At least 9 credits must be in lower-division.

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) – At least 18 credits must be in upper-division.

Total credits: 120

**not currently enrolling*

Bachelor of Science in Data Analytics and Management*

Program Description

The mission of the Bachelor of Science in Data Analytics and Management program is to prepare students to excel as leaders at the intersection of data and business. By blending advanced analytical techniques with essential business strategies, the program fosters the development of professionals who can leverage data-driven insights to solve complex challenges, drive innovation, and support strategic decision-making across diverse industries.

Program Learning Outcomes

Graduates of the Bachelor of Science in Data Analytics and Management are able to:

- Apply data analytics techniques to identify and solve complex problems across various industries, using statistical and computational methods.
- Interpret large datasets to derive meaningful insights, supporting data-driven decision-making for improved business and organizational performance.
- Develop effective data visualizations to communicate findings clearly and persuasively to diverse audiences, including stakeholders and non-technical personnel.
- Evaluate data management strategies and ethical considerations in data usage to ensure responsible, accurate, and secure handling of information.

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 Data Analytics and Management, students must earn 120 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

Concentration

- Data Analytics and Visualization

LOWER DIVISION REQUIRMENTS (60 Credits)

General Education Requirements (18 Credits)

ENGL101	English Composition I
ENGL102	English Composition II
HIST101	Introduction to World History
GNED112	Student Success Strategies
MATH115	Calculus
PHIS100	Mechanics

Program-Specific Courses Required (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
MGMT230	Organizational Behavior

FIN230	Fundamentals of Finance
MGMT235	Introduction to International Business
MRKT110	Principles of Marketing

Lower Division Analytical Courses (12 credits)

DACS200	Introduction to Scripting
DACS205	Single-Variable Calculus
DACS210	Introduction to Data and Data Management
DACS215	Foundation of Data Analytics

UPPER DIVISION REQUIREMENTS (60 Credits)

General Education Requirements (12 credits)

ENGL395	Research and Report Writing
MATH323	Research and Statistical Analysis
PSYC201	Principles of Psychology
MATH343	Differential Equations & Linear Algebra

Upper-division Core Courses (27 credits)

COMP305	Computer Org and Architecture I
FIN330	Corporate Finance
DACS300	Data Analytics
DACS305	Fundamentals of Data Mining
DACS310	Database Design
DACS315	Introduction to Structured Query Language (SQL) I
DACS320	Oracle SQL II
MGMT426	Operations and Project Management
MGMT435	Strategic Management and Planning

Electives/Concentration (18 Credits) – At least 18 credits must be in upper-division.

Final Research (3 credits)

CAP480	Capstone Project

Data Analytics and Visualization Concentration

DACS440	Data Analytics II
DACS445	Cultural and Legal Implications of Digital Technology
DACS450	Data Visualization
DACS455	Designing Data: Infographics
DACS460	Introduction to Cloud Computing
DACS465	Visual Analytics

Total credits: 120

**not currently enrolling*

Program Description

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 Learning Outcomes

Graduates of the Bachelor of Science in Early Childhood Development are able to:

- Integrate theoretical knowledge with practical application for early childhood curricula development and enhancement.
- Identify supportive practices that respond to the diversity of children and their families.
- Apply innovative strategies for family and community engagement in early childhood education programs.
- Analyze best practices in early childhood education to evaluate teaching methods.

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 Early Childhood Development, 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 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
ECD205	Movement and Music for Children
ECD210	Principles of Ethics and Leadership in Early Childhood Education
ECD220	Methods and Materials

ECD230 Second Language Learning in Early Childhood
ECD240 Supervised Field Experience for Infants and Toddlers or Final Project

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 (48 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
ECD406 Technology in Early Childhood Development
ECD410 Play and Learning in Early Childhood
ECD425 Behavior Management for Special Needs
ECD428 Methods of Teaching Special Needs Students
ECD429 Child Observation and Assessment
ECD430 Supervised Field Experience

Total credits: 120

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 the 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 Outcomes

Graduates from BSGIT program will:
- Apply geospatial analytical and modeling techniques to address government, industry, social, and economic issues.
- Develop practical solutions by completing real-world projects using advanced geospatial software tools.

- Customize geospatial tools according to client needs by utilizing programming languages such as Python and VBA within the IT environment.
- Integrate Geographic Information Systems, statistical models, and visualization tools to build decision support systems aimed at developing Geospatial Intelligence for "Smart City" solutions.

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 Geospatial 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)

ENGL101 English Composition I
ENGL102 English Composition II
HIST101 Introduction to World History
GNED112 Student Success Strategies
MATH115 Calculus
PHIS100 Mechanics

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 (24 Credits) – At least 24 credits must be in lower-division.

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 (27 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
DACS300 Data Analytics

Final Research (3 credits)
CAP480 Capstone Project

Electives (18 Credits) – At least 18 credits must be in upper-division.

Total credits: 120

**not currently enrolling*

Bachelor of Science in Government Contract Management*

Program Description
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 Outcomes
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 by utilizing the government contract specification framework to ensure compliance and effectiveness.
- Manage contract performance and ensure compliance with contract terms and conditions.
- Analyze contract liability in relation to business cost and price strategies to optimize contract terms and outcomes.

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 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 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

Electives (3 Credits) – At least 3 credits must be in lower-division.

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
MGMT450 Contract Modification and Options
MGMT455 International Contracts Management

Final Research (3 credits)
CAP480 Capstone Project

Electives (15 Credits) – At least 15 credits must be in upper-division.

Total credits: 120

**not currently enrolling*

Bachelor of Science in Healthcare Information Management

Program Description

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 Outcomes

Graduates of the Bachelor of Science in Healthcare Information Management are able to:

- Analyze clinical data to identify trends that improve the quality, safety, and effectiveness of healthcare services.
- Develop and implement organization-wide confidentiality policies and procedures that comply with legal and ethical standards.
- Apply legal, ethical, and professional standards to healthcare information management, ensuring compliance with industry requirements.
- Utilize health information technology and systems effectively in professional practice to enhance healthcare delivery and decision-making.

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 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 REQUIREMENTS (60 credits)

General Education Requirements (18 credits)

ENGL101 English Composition I
ENGL102 English Composition II
HIST101 Introduction to World History
GNED112 Student Success Strategies
MATH115 Calculus
PHIS100 Mechanics

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

Electives (6 Credits) – At least 6 credits must be in lower-division.

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 (45 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

Final Project
RES480 Capstone Project

Total credits: 120

Bachelor of Science in Hospitality and Tourism Management

Program Description
The Bachelor of Science in Hospitality and Tourism Management prepares students for leadership and managerial roles across the global hospitality and tourism sectors. The curriculum integrates foundational business knowledge with industry-specific competencies in lodging, food

service, events, tourism operations, and customer experience management. Students engage with contemporary topics, including technology in service industries, revenue management, sustainability, tourism policy, and global market trends.

Through coursework and applied learning experiences such as fieldwork, practicum, and a senior capstone or internship, students are trained to connect theory with practice, demonstrate professional standards, and solve real-world operational and strategic challenges. Graduates are equipped for employment or advancement in hotels, resorts, restaurants, travel agencies, event organizations, tourism boards, convention centers, cruise lines, casinos, and related service enterprises.

Program Learning Outcomes

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

- Apply operational and managerial practices in hospitality and tourism organizations to enhance service quality, organizational efficiency, and guest satisfaction.
- Use business principles and data-driven decision making, including finance, marketing, analytics, and law, to support effective planning and organizational performance.
- Develop and communicate strategic plans that foster growth, innovation, sustainability, and competitive advantage within service-based industries.
- Evaluate global, cultural, ethical, technological, and legal forces that shape hospitality and tourism, and recommend appropriate managerial responses.
- Communicate professionally and integrate applied field experience to propose evidence-based solutions to current issues in hospitality and tourism management.

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 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.

Concentration:

- Hospitality Management*
- International Business*
- Marketing*
- Restaurant and Food Service Management*
- Tourism Management*

**not currently enrolling*

LOWER DIVISION REQUIREMENTS (60 Credits)

General Education (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

Business Core (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

Hospitality and Tourism Management Core (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 (12 credits)

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

Business & Leadership (12 credits)

MGMT305 Organizational Communications
MGMT360 Leadership
MGMT427 Operations Management
MRKT424 International Marketing

Hospitality Management (33 credits)

HOTO300 Meetings and Events Management
HOTO310 Technology in the Hospitality and Tourism Industry
HOTO470 Hospitality and Tourism Law
HOSP350 Hotel Property and Facilities Management
HOSP370 Housekeeping Management
HOSP460 Supervision & Leadership in Hospitality
REST370 Food Safety & Sanitation Management
REST460 Catering Operations
TOUR350 Travel Agency Management
TOUR360 Medical Tourism
TOUR450 Global Travel & Tourism

Final Research (3 credits)

CAP480 Capstone Project or Internship

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

**not currently enrolling*

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)

**not currently enrolling*

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

**not currently enrolling*

Restaurant and Food Service 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

**not currently enrolling*

Tourism Management Concentration Courses*
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

**not currently enrolling*

Total credits: 120

Bachelor of Science in Information Technology

Program Description

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 Outcomes

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

- Design computer-based networks, systems, processes, components, or programs to meet specific, defined needs.
- Develop information systems solutions that address the needs of employers and communities in a global context.
- Apply data modeling techniques in the development, deployment, and evaluation of information technology processes to ensure effectiveness and efficiency.
- Implement an N-tier application environment by following industry best practices to ensure robust and scalable solutions.

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.

Concentrations:

- Cyber Security
- Healthcare Management*
- Network Systems Administration

**not currently enrolling*

LOWER DIVISION REQUIREMENTS (60 credits)

General Education Requirements (18 credits)

ENGL101 English Composition I
ENGL102 English Composition II
HIST101 Introduction to World History

GNED112 Student Success Strategies
MATH115 Calculus
PHIS100 Mechanics

Required Core Courses: 33 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) – At least 9 credits must be in lower-division.

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

Final Research (3 credits)
CAP480 Capstone Project

Electives (30 credits) – At least 30 credits must be in upper-division.

Concentrations:

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

Healthcare Management Concentration*

HLTH300	Health Information Services Management
HLTH320	Healthcare Enterprise Systems
HLTH410	Health Care Information Law, Privacy, and Security
HLTH430	Health Data Analytics and Information Governance
HLTH435	Health Care Quality Management
HLTH440	Economics of Health Care Organizations

**Not currently enrolling.*

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

Total credits: 120

Bachelor of Science in International Business*

Program Description

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 non-profit organizations.

Program Learning Outcomes

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.

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) – At least 3 credits must be in lower-division.

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

Final Research (3 credits)
CAP480 Capstone Project

Electives (15 Credits) – At least 15 credits must be in upper-division.

Total credits: 120

ASSOCIATE OF SCIENCE DEGREES

Associate of Science in Accounting*

Program Description
The mission of the Associate of Science degree in Accounting is to prepare students for entry-level positions as bookkeepers, accounts receivable, accounts payable, and payroll clerks. Students learn to analyze transactions, prepare journal entries, and post to ledgers.

Program Learning Outcomes
Graduates of the Associate of Science in Accounting are able to:

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

Program Outline
To receive an Associate of Science degree in Accounting, students must earn 60 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours.

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 (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

Required 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) – At least 3 credits must be in lower-division.

Total credits: 60

**not currently enrolling*

Associate of Science in Business

Program Description
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 Outcomes
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) – At least 12 credits must be in lower-division.

Total credits: 60

Associate of Science in Criminal Justice*

Program Description

Associate of Science in Criminal Justice (BSCJ) provides interested professionals the opportunity to be part of the solutions that professionals in the criminal justice field create every day.

Program Learning Outcomes

The objective of the AS in Criminal Justice is to provide the opportunity for graduates to gain insight into court, security, police, and corrections operations. Graduates will also have the potential to learn how to handle the legal, social, and technological challenges in the criminal justice field and move into law enforcement, political jobs, and legal jobs, such as a paralegal or judicial assistant.

Graduates from ASCJ program will:

- Obtain general knowledge about the criminal justice system, including familiarity with the criminal law, criminal procedure, victimization, the adjudication process, corrections options, police-community relations, evidence, ethics and theory.
- Get the skills necessary to communicate effectively in writing, solving complex problems demonstrating they can see problems from multiple perspectives and still support their final conclusions with persuasive arguments.
- Become familiar with the main principles of the United States Constitution. They will learn to apply Constitutional principles relating to individual rights and due process to actual criminal justice problems.

- Interpret, and evaluate information in a variety of forms while critiquing a crime scene scenario
- Approach complex problems from a diverse perspective while considering alternative solutions when critiquing a crime scene scenario.

Program Outline

The Associate of Science in Criminal Justice degree 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)

Foundations of Criminal Justice (12 credits)

CJLE202 Criminal Justice Research and Writing
CJLE230 Critical Thinking in Criminal Justice
CJLE240 Criminology
CJLE245 Ethics and the Criminal Justice Professional

Justice System (12 credits)

CJLE235 Juvenile Justice Systems and Court-Involved Youth
CJLE250 Criminal Court Systems
CJLE255 Law Enforcement Organization and Administration
CJLE260 Corrections

Law (6 credits)

CJLE265 Criminal Procedure
CJLE270 Criminal Law, Evidence and Procedures

Law Enforcement (12 credits)

CJLE263 Criminal Behavior
CJLE257 Police Theory and Practices
CJLE271 Current Issues in Criminal Justice
CJLE275 Criminal Investigations

Total credits: 60

**not currently enrolling*

Associate of Science in Early Childhood Development

Program Description

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

Program Learning Outcomes

- Describe the physical, cognitive, social, and emotional developmental milestones of children from birth through age eight.
- Demonstrate ethical conduct in early childhood environments by complying with applicable laws, regulations, and standards.
- Design developmentally appropriate curricula and learning experiences that foster children's holistic growth and cater to diverse learning needs.
- Create learning environments that are developmentally appropriate, inclusive, and responsive to the needs of young children.

Program Outline

To receive an Associate of Science degree in Early Childhood Development, 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 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
ECD205 Movement and Music for Children
ECD210 Principles of Ethics and Leadership in Early Childhood Education
ECD220 Methods and Materials
ECD230 Second Language Learning in Early Childhood
ECD240 Supervised Field Experience for Infants and Toddlers or Final Project

Total credits: 60

Associate of Science in Government Contract Management*

**Program under review. Not currently enrolling.*

Associate of Science in Information Technology

Program Description

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 Outcomes

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 the industry's 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)

ENGL101	English Composition I
ENGL102	English Composition II
HIST101	Introduction to World History
GNED112	Student Success Strategies
MATH115	Calculus
PHIS100	Mechanics

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) – At least 9 credits must be in lower-division.

Total credits: 60

Associate of Science in International Business*

Program Description
The mission of the Associate of Science degree in International Business is to prepare students for entry-level positions in global firms, as well as positions in private, governmental, and nonprofit organizations.

Program Learning Outcomes
Graduates of the Associate of Science in International Business are able to:

- Define management issues from an international business perspective.
- Evaluate an analysis of the global operations on a multinational corporation that considers regulatory, ethical, and legal challenges.
- Organize 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.
- Explain the interdependence of a global marketplace in ways that optimize business practices.

Program Outline
To receive an Associate of Science degree in International 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 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) – At least 3 credits must be in lower-division.

Total credits: 60

**not currently enrolling*

Associate of Science in Network Security Management*

Program Description

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 Outcomes

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)

ENGL101	English Composition I
ENGL102	English Composition II
HIST101	Introduction to World History
GNED112	Student Success Strategies
MATH115	Calculus
PHIS100	Mechanics

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) – At least 12 credits must be in lower-division.

Total credits: 60

**not currently enrolling*

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 Business Accounting*

Required Courses:

ACCT290 Intermediate Accounting I	3 credits
ACCT301 Intermediate Accounting II	3 credits
ACCT330 Assurance and Audit Services	3 credits
ACCT402 Corporate Taxation	3 credits
ACCT408 Forensic Accounting	3 credits
ACCT450 Advanced Financial and Tax Accounting	3 credits

**not currently enrolling*

Advanced Certificate in General Management*

Required Courses:

MGMT305	Organizational Communication	3 credits
MGMT360	Leadership	3 credits
MGMT365	Managing Conflict and Change	3 credits
MGMT417	Human Resource Management	3 credits
MGMT424	Negotiations Management	3 credits
MGMT427	Operations Management	3 credits

**not currently enrolling*

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

**not currently enrolling*

Advanced Certificate in Health Systems Management*

Required Courses:

HLTH303	Information Technology for Health Systems	3 credits
HLTH400	Societal Health and Policy Issues	3 credits
HLTH403	Global Health Administration	3 credits
HLTH405	Healthcare Financial Management	3 credits
HLTH435	Strategic Healthcare Planning	3 credits
MGMT411	Total Quality Management	3 credits

**not currently enrolling*

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

**not currently enrolling*

Advanced Certificate in International Business*

Required courses:

BUS310	Export/Import Marketing	3 credits
MGMT303	International Business Management	3 credits
MGMT311	Supply Chain Management	3 credits
MGMT440	International Organizational Development Strategies	3 credits
MRKT424	International Marketing	3 credits
MRKT450	New Product Development (US and Global)	3 credits

**not currently enrolling*

Advanced Certificate in Network Security Management*

Required Courses:

COMP310	Windows Operating Systems	3 credits
CBSC435	Firewalls for Security	3 credits
CBSC495	Network Security Design	3 credits
MICS466	Windows Server – Directory Services	3 credits
MICS468	Windows Server – Infrastructure, Design and Configuration	3 credits
MICS476	Windows Server – Administration	3 credits

**not currently enrolling*

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 Accounting Clerical Support*

Required courses:

ACCT101	Principles of Financial Accounting I	3 credits
ACCT110	Principles of Financial Accounting II	3 credits
ACCT203	Federal Taxes	3 credits
ACCT214	Accounting Information Systems	3 credits
ACCT220	Payroll Accounting	3 credits
ACCT290	Intermediate Accounting I	3 credits

**not currently enrolling*

Certificate in Computer Network Professional*

**Program under review. Not currently enrolling.*

Certificate in Computer Support Technician*

**Program under review. Not currently enrolling.*

Certificate in Cybersecurity Professional*

**Program under review. Not currently enrolling.*

Certificate in Data Science*

**Program under review. Not currently enrolling.*

Certificate in Information Assurance*

Required courses:

CBSC225	Security and Data Loss Prevention	3 credits
CBSC230	Computer Forensics	3 credits
CBSC245	Cyber Law	3 credits
CBSC265	Network Security Management	3 credits
COMP150	Information Systems Essentials	3 credits
MGMT210	Introduction to Project Management	3 credits

**not currently enrolling*

Certificate in IT Project Management*

**Program under review. Not currently enrolling*

Certificate in International Studies*

Required courses:

BUS270	International Business Law	3 credits
BUS290	Strategies for International Business Ventures	3 credits
MGMT235	Introduction to International Business	3 credits
MGMT260	Cross Cultural Management	3 credits
MGMT275	International Trade and Practices	3 credits
MRKT230	Introduction to International Marketing	3 credits

**not currently enrolling*

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
ECD205	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

**not currently enrolling*

Certificate in Medical Assistance*

**Program under review. Not currently enrolling.*

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

**not currently enrolling*

Certificate in Network Support Technician*

**Program under review. Not currently enrolling.*

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

**not currently enrolling*

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

NON-CREDIT CERTIFICATE PROGRAM

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 a placement test, a brief interview, or other considerations as the Director of ESL may determine.

Program Learning Outcomes:

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 prepare on 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
ESL063	Language and Culture
ESL064	Language and Critical Thinking
ESL065	Academic Readiness

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.

DIPLOMA PROGRAMS

The following diploma programs provide professional and/or technical 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 or licensure.

Cyber Security*

The Cyber Security program provides training for an entry-level career in the Cyber Security industry. The program will focus on security information, procedures, and processes used in all types of business, governmental, and non-profit environments. The program includes training in security basics, networks basics and defense, identity and access management, cryptography concepts, system administration, logging and monitoring, programming, web security, project management, and threats and vulnerabilities. After completing this course, students will be able to:

- Use network assessment tools to gauge the security posture of an organization
- Implement access management controls and account management practices
- Identify, compare, and contrast different types of attacks and related impacts
- Use a programming language to automate system administration tasks
- Use theoretical models and specific technical knowledge to secure web applications

Prerequisites for admissions
Computer Support Specialist graduate, existing CompTia Network+ certification, or passing readiness test is required to start this program.

Requirements for Completion
Students are required to participate in the final group project as an active member of the team. Daily evaluations are done as to their involvement in the final projects. Additionally, students must complete an individual project on a topic of their choosing. The project may include many different aspects of network attack and defense.

**not currently enrolling*

Data Science*

Students completing this course will be skilled in the following areas: Data Analysis, Hypothesis Testing, Data Visualization, Metric Development, Process Control, Machine Learning, Modeling, and Optimization. Students will learn to do these analyses using Python and R. This is an instructor-led or instructor-supported training course that targets the needs of individuals who want to start a career in data analysis and data science. It prepares students for job opportunities in various industries, including manufacturing, finance, insurance, health care, and retail. After completing this course, students will be able to:

- Mine datasets for better understanding
- Create metrics, and implement monitoring plans
- Create models for prediction and planning
- Implement Machine Learning algorithms
- Use regression analysis to explain relationships
- Create visualizations
- Test various hypotheses in a designed experiment
- Prepare and deliver findings reports to all audiences.

Requirements for Completion
Students are required to participate in the final group project as an active member of the team. Daily evaluations are done as to their involvement in the final projects. Additionally, students must complete an individual project on a topic of their choosing. The project may include experimental design and data collection, and will be completed using several of the following techniques to bring the data to life:
1. Experimental design and hypothesis testing
2. Modeling
3. Machine Learning techniques
4. Process monitoring
5. Visualization
6. Student projects must be approved by an instructor or director.
7. Student must be a helpful, active participant in the group project
8. Student must complete the Resume Building and Interview Preparation exercises.

**not currently enrolling*

Medical Assistant*

Medical Assistants complete administrative and clinical tasks in the offices of physicians, hospitals, and other healthcare facilities. Their duties may vary with the specialty and size of the practice. This occupational field is projected to grow due to a number of factors, including an increase in the baby boom population and the increasing demand for preventative medical services. The Medical Assistant program is designed to train students to acquire the skills and competence necessary to work in a variety of healthcare settings. Training in both administrative and clinical skills produce a well-rounded graduate with the flexibility to meet these growing healthcare needs.

Program Learning Outcomes:

Students who complete the Medical Assistant Program's courses will be able to:

- Define and explain key laws affecting healthcare professionals, including malpractice and professional liability
- Define and explain the importance of ethics and bioethics in healthcare.
- Spell, define, and pronounce medical terms related to body systems and their functions.
- Define and describe common disease processes and abnormal conditions in different body systems.
- Demonstrate general knowledge of anatomy, physiology, and diseases/disorders of each major system in the human body.
- Describe and define the regulations related to HIPAA
- Define and demonstrate an understanding of diagnostic code conventions, symbols, and terminology.
- Define common insurance terms.
- Identify principles of documentation in a medical record.
- Explain the cash flow cycle in a medical office.
- Demonstrate the ability to accurately provide both diagnostic and procedural codes.
- Demonstrate the ability to take accurate patient vital signs.
- Define the differences between patient procedures for pediatric, adult, and geriatric patients.
- Explain the major areas included in OSHA compliance guidelines for medical practice.
- Detail the medical assistant's role in minor office surgery.
- Describe the rules and responsibilities of the Medical Assistant regarding drug administration.
- Demonstrate the ability to perform injections.
- Describe the Medical Assistant's role in specimen collection and laboratory testing.
- Demonstrate laboratory safety practices
- Demonstrate the ability to perform blood drawings.
- Create patient appointments and complete related forms.
- Complete an externship on-site at a medical practice that provides opportunities to demonstrate the various skills acquired in the program.

Program Outline

To receive a Medical Assistant Diploma, students must earn 46 semester credit hours. Unless noted otherwise, all courses carry three semester credit hours. Program requirements are listed below.

REQUIRED COURSES

COMP110	Computer and Office Applications	3 credits
MED100	Medical Law & Ethics	3 credits
MED110	Medical Terminology	3 credits
MED115	Anatomy & Physiology I	3 credits
MED116	Anatomy & Physiology II	3 credits
MED120	Pharmacology	3 credits
MED125	Diseases of the Human Body	3 credits
MED130	Medical Billing & Reimbursement	3 credits
MED135	Diagnostic Coding	3 credits
MED205	Medical Assisting Clinical Procedures	3 credits
MED210	Medical Assisting Phlebotomy & Laboratory Procedures	3 credits
MED215	Medical Office Administration	3 credits
MED220	Medical Career Development	3 credits
MED235	Procedural Coding	3 credits
MED250	Externship	4 credits

Total credits: 46

**not currently enrolling*

Software Developer*

Students completing this course will be skilled in the following areas: JavaScript, HTML, CSS, REST API, Web application servers, SQL and NoSQL database systems, Git source control system. This is an instructor-led or instructor-supported training course that targets the needs of individuals who want to start a career in web development by applying the latest web languages and software programming concepts, such as authentication and authorization, RESTful APIs, and advanced database structures such as many relationships. After completing this course, students will be able to:

- Understand and use JavaScript
- Develop and maintain websites using HTML
- Control the style and layout of multiple web pages using Cascading Style Sheets (CSS)
- Implement server-side functionality using a back-end programming language
- Build and deploy standalone console applications
- Use a front-end framework such as Angular or React to produce interactive UIs
- Build web-enabled applications using a web framework
- Build service-oriented, n-tier applications
- Develop SQL and NoSQL based database applications

**not currently enrolling*

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	**HOTO**	Hospitality and Tourism
AWS	Amazon Web Services	**MATH**	Mathematics
BUS	Business	**MCAP**	Computer Applications
CBSC	Cyber Security	**MED**	Medical Assistant
CJLE	Criminal Justice	**MGMT**	Management
COMP	Computer Science	**MICS**	Computer Systems
DACS	Data Analytics	**MITM**	Information Technology Management
DBA	Business, Doctorate	**MLS**	Legal Studies
DBEC	Doctorate Research	**MPM**	Project Management
ECD	Early Childhood Development	**MPP**	Public Policy
ECON	Economics	**MRKT**	Marketing
EDU	Education, Masters	**PPM**	Project Portfolio Management
EDUC	Education, Doctorate	**PSYC**	Psychology
ENGL	English	**RES**	Research Project
ESL	English as a Second Language	**REST**	Restaurant
FIN	Finance	**SCIE**	Science
GIS	Geospatial Intelligence	**STAT**	Statistics
GNED	General Education	**TOUR**	Tourism
HLTH	Health Systems		

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.

ESL022 – 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 ESL032 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.

ESL063 – Language and Culture
This course explores the dynamic interplay between language and culture. This course engages students in understanding how cultural contexts shape language use and communication. Through interactive activities, multimedia resources, and discussions, students will develop cultural fluency and enhance their language skills within diverse cultural frameworks.

ESL064 – Language and Critical Thinking
This course is designed to sharpen students' critical thinking abilities through language use. This course focuses on developing skills to analyze, evaluate, and construct arguments in English. It revolves around debates, critical reading exercises, and problem-solving tasks, all aimed at enhancing students' ability to think and communicate strategically.

ESL065 – Academic Readiness
This course is designed to sharpen students' critical thinking abilities through language use. This course focuses on developing skills to analyze, evaluate, and construct arguments in English. It revolves around debates, critical reading exercises, and problem-solving tasks, all aimed at enhancing students' ability to think and communicate strategically.

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. **Prerequisite:** 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
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 presentations of the project.

BIO100 – Human Anatomy and Physiology
3 Credits
This course provides a comprehensive introduction to the structure and function of the human body. The course covers fundamental concepts of human anatomy and physiology, exploring the organization of the body from cellular to systemic levels. Students will examine the major organ systems, including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

BIO110 – Human Biology and Health
3 Credits
This course offers an in-depth exploration of the biological principles that underpin human health and disease. Students will study the structure and function of the human body, focusing on how various systems contribute to overall health. The course covers essential topics such as cell biology, genetics, nutrition, immunity, and the physiological processes that sustain life.

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 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 of preparing 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 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

CAP480 – Capstone Project
3 credits
The Capstone Project is a culminating course that serves as the pinnacle of undergraduate studies across various disciplines. This project-based course allows students to integrate and apply the knowledge, skills, and competencies acquired throughout their academic program to address real-world challenges or questions within their field of study. Emphasis is placed on independent inquiry, critical thinking, problem-solving, and effective communication of findings

through a comprehensive project report and presentation.

CBSC225 – Security and Data 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

CBSC495 – Network Security Design
3 Credits
The focus of this course is to provide methods for securing a network environment using Microsoft Windows operating systems. Security focus will be on access to local

network users, remote users, and remote sites, between private and public networks, and associates.

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

CJLE202 - Criminal Justice Research and Writing
3 Credits
This course is an introductory course to research in the social sciences, both in traditional and online venues. It covers plagiarism, APA formatting, case briefing, academic writing, formal reporting, and memoranda. A major research paper is required.

CJLE230 - Critical Thinking in Criminal Justice
3 Credits
This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.

CJLE235 - Juvenile Justice Systems and Court-Involved Youth
3 Credits
This course is a general introduction to the field of juvenile justice, including an overview of the juvenile justice system and the differences between dependency and delinquency. Students address current problems facing juveniles and compare adult and juvenile justice systems. Special attention is given to the problems inherent in the police handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CJLE240 – Criminology
3 Credits
Criminology is the study of the nature, extent, causes, and control of criminal behavior. This course provides an overview of the many interrelationships of the criminal enterprise, the criminal justice system, and the study of the reasons for criminality. It introduced the Uniform Crime Report (UCR) and the National Crime Victimization Survey (NCVS). This course also identifies the different types of research used in the criminal justice field.

CJLE245 - Ethics and the Criminal Justice Professional
3 Credits
This course bridges the gap between the ideals of justice and the ethical behavior that criminal justice professionals should exhibit in the furtherance of justice. It also presents information that criminal justice professionals need to resolve many of the ethical dilemmas they may face, and to understand the dilemmas faced by others within the justice system.

CJLE250 - Criminal Court Systems
3 Credits
This course is an introduction and overview of the legal system, the participants, the courtroom process, and post-conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJLE255 - Law Enforcement Organization and Administration
3 Credits
Improves your understanding of the criminal justice system and the ways law enforcement agencies are managed. This course examines different types of criminal justice jobs and teaches you how to apply best practices in the ethical operations of police, court, and correctional organizations. Topics include federal, state, and local court systems; the structure and staffing of jails, prisons, and parole and probation facilities; law enforcement personnel management, workplace culture, and police socialization; organizational change; leadership and decision-making skills; and effective tactics for internal communication and employee motivation.

CJLE257 - Police Theory and Practices
3 Credits
This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJLE260 – Corrections
3 Credits
This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJLE263 - Criminal Behavior
3 Credits
An overview of delinquent and criminal behavior from a developmental, cognitive-behavioral perspective. The aim is to apply theoretical perspectives (behavioral, emotional, and cognitive) to analyze real or hypothetical criminal scenarios; to identify the various factors that encourage or discourage criminal behavior; and to explain the use of risk assessment tools at various stages of the criminal justice process. Factors that influence the development of adults and juveniles on the road to crime are examined to assess culpability for criminal behavior.

CJLE265 - Criminal Procedure
3 Credits
This course provides an overview of the procedures used to lawfully investigate, apprehend, and prosecute individuals suspected of and accused of violating criminal laws. It also explores the many facets of the Fourth, Fifth, and Sixth Amendments to the Constitution and how the Constitution protects us from an oppressive government while at the same time providing the means to catch and bring wrongdoers to justice.

CJLE270 - Criminal Law, Evidence and Procedures
3 Credits
This course discusses why we have criminal laws and begins to define the proof that is necessary to convict someone of a crime. Social issues that affect how and why laws are made are examined, as well as the behavior that is the subject of criminal law. Topics include criminal liability, criminal defenses and jurisdiction, crimes against persons and property, sex crimes, and other criminal conduct.

CJLE271 - Current Issues in Criminal Justice
3 Credits
The first part of this course will explore major issues facing corrections today by analyzing the social context in which punishment occurs. Statistical data and varying points of view will broaden the scope of the topics allowing students to examine the impact of these correctional problems on the criminal justice system and society. Topics will

include prison violence, gangs, institutional crowding, societal change and its impact on correction, inmate subcultures, female offenders, juvenile offenders, rehabilitations and treatment needs of offenders, correctional privatization and the death penalty. The second part of this course will examine the day-to-day policing and the stress found in both the daily grind and the division and stigmatization of certain branches of a law enforcement agency. Topics will include the dangers of misplaced loyalties, policing priorities and restorative policing.

CJLE275 - Criminal Investigations
3 Credits
This is a thorough examination of the investigation process and of situations in which police officers apply specific investigative and information-gathering techniques to meet the evidentiary requirements of specific crimes. Topics include how law enforcement deals with violent crime, criminal investigative procedures for kidnapping, extortion, and homicide, and the investigative techniques used to solve complex criminal cases, such as organized crime, white-collar crime, arson, and bombings.

CJLE310 - Organized Crime
3 Credits
This course offers an introduction to the study of organized crime in US society. Emphasis is given to the history and development of traditional organized crime. Emerging organized crime groups are also studied. In addition, this course offers an introduction to the concept of transnational organized crime.

CJLE315 - Gangs and Subcultures
3 Credits
This course examines the historical development of urban street gangs with a view toward understanding their structure, characteristics, purposes, and activities. Particular emphasis is given to the history and development of street gangs.

CJLE320 - White Collar Crime
3 Credits
This is a study of non-traditional crime engaged in by governmental and corporate entities, and persons in the “white collar” professions. It includes state political crimes, corporate violence and abuse of power, as well as occupational, financial, and environmental crimes, and enforcement of laws against such crimes.

CJLE330 - Race, Ethnicity, Crime, and Criminal Justice
3 Credits
This course addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.

CJLE335 - Gender, Crime, and Criminal Justice
3 Credits
This course is designed to provide a systematic introduction to the study of gender in criminology and criminal justice. The course framework and readings emphasize sociological frameworks brought to bear in the study of gender, emphasizing the social structures of gender, social constructions of gender, symbolic meaning systems, and intersections of race, class and gender. We will examine criminological theory, and the impact and nature of gender in crime commission, criminal justice processing, and the employment of women in the criminal justice system.

CJLE345 - Crime, Media, and Culture
3 Credits

Provides an overview of the relationships of mass media, crime, criminal justice, and culture. In particular, the course will address the social construction of crime, crime and justice in the mass media, the media's effects on attitudes toward crime and criminal justice, the media as a cause of crime, the media's influence on the judicial system, etc. Such topics will be addressed using a sociological perspective, thus necessitating the analysis of media's relationship to sociological and criminological theories.

CJLE355 - Social Justice and Crime
3 Credits
This course examines the social injustices in the criminal justice system's naming and sanctioning of harmful behaviors as crimes. Discussions will unpack the values, ethics, and ideologies underlying the current retributive system of sanctioning compared to social justice responses. Harmful and oppressive crimes of states, nations, and corporations such as genocide, violence, and environmental crimes illustrate key concepts underlying justice models. Students will learn how the following concepts apply in retributive justice models and more inclusive, peace-oriented, and restorative models: marginalization, stigmatization, stigma, power, privilege, bias, oppression, resistance, compassion, inclusivity, community, and the limitations of a rights-based approach.

CJLE360 - Victimology
3 Credits
Learners will analyze the criminal justice system from the victim's perspective to develop an empathetic perspective. Through analysis of risk factors and victimization data, learners will identify ways to reduce the likelihood of becoming a victim and how this information is used to aid in problem-solving in criminal justice.

CJLE365 - Drugs and Crime
3 Credits
An analysis of the role of criminal justice in controlling the use and abuse of drugs. The objective is to apply effective enforcement strategies, demonstrate case management skills, and analyze the effect of drug policy.

CJLE370 - Community-Based Corrections
3 Credits
This course examines the history, purpose, and functioning of probation and parole as well as other aspects of community-based supervision, including pre-trial supervision, electronic monitoring, house arrest/home detention, day reporting centers, and other programs that provide both supervision and treatment of offenders in the community. Control and treatment of offenders in the community, probation and parole organizations, diversion programs, innovative sentences, supervision techniques.

CJLE380 - Research Methods in Criminal Justice
3 Credits
Fundamental concepts of social science research including design, measurement, sampling, and interpretation of study of crime, law, and justice. Methods of collection, presentation, and analysis of quantitative data in the social science, procedures, interpretation, and application.

CJLE385 - Forensic Sciences
3 Credits
This course introduces students to the basic principles and uses of forensic science. The techniques, skills, advances and limitations of the modern crime laboratory are presented. Also examined are methods for searching crime scenes, analysis of firearm evidence, fingerprints, serology (including DNA), toxicology, questioned documents, and drugs. Major crimes, death investigation, and pathology are also explored. Prior knowledge or background in the forensic sciences is not required.

CJLE386 Security Management
3 Credits

A study of history, concepts, principles, and methods of organizing and administering security management and loss prevention activities in industry, business, and government. The objective is to manage security duties, evaluate and apply risk management principles, and evaluate administrative and operational issues. Discussion covers both private and governmental risk assessment and management and the protection of assets, personnel, and facilities.

CJLE387 – Counterintelligence
3 Credits
This course provides an introduction to counterintelligence, with a focus on the evolution of contemporary counterintelligence in military, government, and pseudo-government organizations, both domestically and internationally. The course will also address terrorism as a criminally violent tactic used to achieve political or social goals and will examine individuals and groups, their motives and tactics, and how government and law enforcement have responded through investigation, prosecution, and punishment.

CJLE388 - Cybercrime and Digital Terrorism
3 Credits
This course provides an overview of the actors, motives, and methods used in the commission of computer-related crimes, and describes the methods used by organizations to prevent, detect, and respond to these crimes. The course will also focus on different types of crimes and the nature of crimes that are committed using computers.

CJLE415 - Current Issues in Forensics and Criminal Investigations
3 Credits
This course provides students an opportunity to be exposed to and discuss some of the most prominent issues within this area of study, including recent legal decisions that impact procedural law and investigative methods, technological advances, ethical standards and their role in investigations, and the movement of the forensic sciences toward accreditation and standardization. Students also will discuss how current issues in policing, such as mental health concerns or officer involved shootings, impact investigations.

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.

COMP165 – Introduction to Programming II

3 Credits

This course continues the study of computer programming developing applications using the Java programming language. Java is popular among professional programmers because it can be used to build a visually interesting graphical user interface (GUI) and Web-based applications. Prerequisite: COMP160.

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 the 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, 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 the 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 are 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 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 has 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.

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 database administrators ("IT experts") how to work together in a design partnership to develop a data model for their organization.

DACS200 Introduction to Scripting
3 Credits
Introduction to Scripting is a beginner-level course aimed at equipping students with the fundamental skills needed to write and understand scripts for automating tasks and solving problems. This course covers essential scripting languages, focusing on practical applications in various fields. Students will learn to write, debug, and maintain scripts, gaining a strong foundation in scripting concepts and techniques.

DACS205 – Single-Variable Calculus
3 Credits
Single-Variable Calculus is an introductory course focused on the fundamental concepts and techniques of calculus involving functions of a single variable. This course provides students with a deep understanding of limits, derivatives, integrals, and their applications. Emphasis is placed on problem-solving, analytical thinking, and the practical applications of calculus in various fields such as physics, engineering, economics, and the life sciences.

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
Foundation of Data Analytics is an introductory course designed to provide students with a comprehensive understanding of the fundamental concepts and techniques in data analytics. This course covers the entire data analytics process, from data collection and cleaning to analysis and visualization. Students will gain practical skills in handling data, using statistical methods, and applying analytical tools to derive insights and make informed decisions.

DACS300 – Data Analytics
3 Credits
Data Analytics is an in-depth course aimed at providing students with the advanced skills and knowledge required to analyze and interpret complex data sets. This course covers the entire data analysis pipeline, from data preprocessing and exploratory data analysis (EDA) to advanced statistical methods and machine learning techniques. Students will learn to use modern data analytics tools and software to extract meaningful insights and support data-driven decision-making.

DACS305 – Fundamentals of Data Mining
3 Credits
Fundamentals of Data Mining is a comprehensive course designed to introduce students to the concepts, techniques, and applications of data mining. This course covers the entire data mining process, from data preprocessing to the extraction of actionable insights from large datasets. Students will learn to use various data mining algorithms and tools to uncover patterns, relationships, and knowledge that can inform decision-making and strategic planning in diverse fields.

DACS310 – Database Design
3 Credits
Database Design is an essential course that introduces students to the principles and practices of designing, implementing, and managing relational databases. This course covers the entire database design process, including data modeling, normalization, and the use of SQL for database creation and manipulation. Students will learn to design efficient and scalable databases that meet the needs of various applications and ensure data integrity and security.

DACS315 – Introduction to Structured Query Language (SQL) I
3 Credits
Introduction to Structured Query Language (SQL) is an essential course designed to provide students with a thorough understanding of SQL, the standard language for managing and manipulating relational databases. This course covers fundamental SQL concepts, from basic query formulation to advanced data manipulation and database management techniques. Students will gain practical experience in writing SQL queries to retrieve, insert, update, and delete data, as well as in creating and managing database structures.

DACS320 – Oracle SQL II
3 Credits

Oracle SQL II is an advanced course that builds upon the foundational knowledge of Oracle SQL acquired in previous coursework. This course delves deeper into Oracle SQL's capabilities, focusing on advanced querying techniques, data manipulation, and database administration tasks using Oracle Database Management System (DBMS). Students will gain practical experience in optimizing SQL queries, creating complex database structures, managing user privileges, and ensuring data integrity within Oracle environments.

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.

DACS440 - Data Analytics II
3 Credits
Data Analytics II is an advanced course focusing on expanding students' skills and knowledge in the field of data analytics. Building upon the foundational concepts from Data Analytics I, this course emphasizes advanced techniques and methodologies for extracting actionable insights from complex datasets. Students will learn to apply sophisticated statistical analysis, machine learning algorithms, and data visualization techniques to solve real-world problems and make informed decisions across various domains.

DACS445 - Cultural and Legal Implications of Digital Technology
3 Credits
Cultural and Legal Implications of Digital Technology is an interdisciplinary course that explores the profound impact of digital technologies on society, culture, and legal frameworks. This course examines how digital advancements influence cultural practices, social interactions, and legal norms, emphasizing critical analysis and discussion of ethical dilemmas, privacy concerns, and regulatory challenges arising from digital technology adoption.

DACS450 - Data Visualization
3 Credits
Data Visualization is an advanced course focusing on the principles, techniques, and applications of visualizing data to communicate insights effectively. This course explores various visualization methods, tools, and design principles used to

represent complex datasets visually. Students will learn to create compelling and informative visualizations that facilitate understanding, analysis, and decision-making across diverse domains.

DACS455 - Designing Data: Infographics
3 Credits
Designing Data: Infographics is a specialized course that focuses on the principles, techniques, and practical applications of creating informative and visually engaging infographics to convey complex data effectively. This course explores the intersection of data analysis, storytelling, and graphic design, emphasizing the creation of visually compelling graphics that enhance understanding and communication of data-driven insights across diverse audiences.

DACS460 - Introduction to Cloud Computing
3 Credits
Introduction to Cloud Computing provides students with a foundational understanding of cloud computing technologies, services, and architectures. The course covers essential concepts, deployment models, and practical applications of cloud computing in modern IT infrastructures. Students will explore the benefits, challenges, and economic implications of cloud adoption while gaining hands-on experience with leading cloud platforms and tools.

DACS465 - Visual Analytics
3 Credits
Visual Analytics is an advanced course that integrates principles of data visualization with analytics techniques to explore and communicate complex datasets effectively. This course focuses on developing skills in interactive data visualization tools and techniques to discover patterns, trends, and insights for decision-making in various domains. Students will learn to design and implement interactive visualizations that facilitate the exploration, analysis, and presentation of data-driven findings.

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, proactive 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.

ECD205 – 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.

ECD230 – Second Language Learning in Early Childhood
3 Credits
This course explores the principles and practices of second language acquisition in early childhood. Students will examine the cognitive, social, and cultural factors that influence language development in young children and learn strategies to support bilingual and multilingual learners in early childhood settings. The course emphasizes developmentally appropriate methods for fostering second language learning through play, interaction, and meaningful

experiences. Students will also gain insight into creating inclusive environments that celebrate linguistic diversity and promote language-rich opportunities for all children.

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 the 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.

ECD406 – Technology in Early Childhood Development
3 Credits
This course examines the role of technology in supporting the growth and development of young children. Students will explore the effective integration of digital tools and resources in early childhood settings to enhance learning, communication, and creativity. Emphasis is placed on evaluating developmentally appropriate technologies, fostering digital literacy, and promoting responsible technology use among young children. Through critical analysis and hands-on application, students will develop strategies to balance technology with traditional learning methods, creating enriching environments that support holistic child development.

ECD410 – Play and Learning in Early Childhood
3 Credits
This course delves into the fundamental role of play in young children's development and learning. Students will explore theories, research, and practices that highlight how play fosters cognitive, social, emotional, and physical growth.
The course emphasizes the design of developmentally appropriate play-based learning environments and activities that support curiosity, creativity, and problem-solving. Students will also examine the role of the adult in facilitating meaningful play experiences and the ways play intersects with cultural and individual diversity in early childhood settings.

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.

ECD429 – Child Observation and Assessment

3 Credits
This course provides an in-depth exploration of observation and assessment techniques in early childhood development. Students will learn to use systematic methods to observe, document, and interpret children's behavior, learning, and development across various domains. Emphasis is placed on selecting and implementing developmentally appropriate assessment tools, understanding ethical considerations, and using assessment data to support individualized instruction and program planning. Students will also explore the importance of collaboration with families and professionals to ensure comprehensive and inclusive approaches to assessing young children's needs and progress.

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 microeconomics 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 consistency 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 documents, 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 talked-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. Students 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.

HIST101 – Introduction to World History
3 Credits
An overview of world history which introduces the origin and development of the world's societies and their political, cultural, and economic traditions. The course uses a global approach to world history.

HLTH110 – Introduction to Health Services Administration
3 Credits
This course provides a foundational exploration of the healthcare management field. Students will examine key concepts, principles, and ethical considerations in health services administration, gaining insights into the dynamic healthcare industry. Through a combination of theoretical exploration and practical applications, this course aims to equip students with a comprehensive understanding of the complexities and challenges within healthcare administration.

HLTH115 – Ethical Issues in Health Care
3 Credits
This course serves students to understand the ethical issues through teaching the language of the legal system and biomedical ethics, focusing on critical thinking skills, and providing a robust set of scenarios and true stories.

HLTH120 – Introduction to Managed Health Care
3 Credits
This course presents the main organizational principles, practices, and insights pertinent to the management of health services organizations.

HLTH125 – Healthcare Information Flow and Data Management
3 Credits
This course is designed and developed to provide students in health care programs, such as health information management/technology, health informatics technology, medical assisting and surgical technology, with a beginning understanding of the terms, definitions, and formulas used in computing health care statistics and to provide self-testing opportunities and applications of the statistical formulas.

HLTH130 – Data Standards, Vocabularies, and Interoperability in Healthcare
3 Credits
Public health data systems are created to support specific needs of certain program areas i.e., newborn screening, birth defects, immunization, communicable disease surveillance, injury prevention, bioterrorism, etc. This course will explain the main standards and vocabularies in healthcare.

HLTH200 – Pathophysiology & Pharmacology
3 Credits
This course provides an integrated study of pathophysiology and pharmacology, offering students a comprehensive understanding of disease processes and their treatments. The course explores the mechanisms of disease at the molecular, cellular, and systemic levels, along with the pharmacological principles and applications used to manage these conditions.

HLTH210 – Coding I
3 Credits
This is the first part of the course. This course is designed to provide a comprehensive introduction to health coding and an in-depth understanding of health insurance. Through this course, students will gain the knowledge and skills necessary to navigate the complex world of health insurance and effectively assign medical codes to ensure accurate billing and reimbursement. Students will explore key concepts, guidelines, and best practices related to health coding and health insurance, preparing them for careers in medical coding, billing, and health administration.

HLTH215 – Coding II
3 Credits
This is the second part of the course. This course is designed to provide a comprehensive introduction to health coding and an in-depth understanding of health insurance. Through this course, students will gain the knowledge and skills necessary to navigate the complex world of health insurance and effectively assign medical codes to ensure accurate billing and reimbursement. Students will explore key concepts, guidelines, and best practices related to health coding and health insurance, preparing them for careers in medical coding, billing, and health administration. Prerequisite: HLTH210.

HLTH220 – Health Care Statistics
3 Credits
This course introduces students to the fundamental concepts and techniques of statistics as they apply to health care and public health. Students will learn to collect, analyze, interpret, and present data relevant to healthcare research and practice. The course covers essential statistical methods and their applications in evaluating health care outcomes, improving patient care, and supporting evidence-based practice.

HLTH225 – Health Care Quality Assessment
3 Credits
This course provides a comprehensive overview of the principles and practices involved in assessing and improving the quality of healthcare services. Students will learn about various quality assessment frameworks, tools, and methodologies used to evaluate and enhance patient care outcomes. The course emphasizes the importance of continuous quality improvement and patient safety in health care settings.

HLTH300 – Health Information Services Management
3 Credits
The Health Information Services Management course provides a comprehensive exploration of the principles and practices involved in effectively managing health information systems and services. Students will delve into the critical role of health information in healthcare

delivery, including topics such as data collection, storage, analysis, privacy, security, and compliance. This course equips students with the knowledge and skills needed to oversee health information management processes and contribute to the efficient and ethical management of health information services.

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.

HLTH310 – Healthcare Database Management Systems
3 Credits
This course provides students with a comprehensive understanding of database management systems (DBMS) as applied in the healthcare industry. With an emphasis on the unique challenges and requirements of healthcare data, this course explores the design, implementation, and maintenance of healthcare databases. Students will learn how to manage health-related data efficiently and securely, contributing to improved patient care and healthcare system efficiency.

HLTH315 – The U.S Health Care Systems, I
3 Credits
This course offers a comprehensive exploration of the structure, functions, and dynamics of the healthcare systems in the United States. It provides students with a foundational understanding of the healthcare landscape, covering historical development, healthcare delivery models, healthcare policy, and critical issues in the U.S. healthcare system. This course is designed to equip students with the knowledge necessary to navigate the complexities of healthcare in America and engage in informed discussions on healthcare-related topics.

HLTH316 – The U.S Health Care Systems, II
3 Credits
This course offers a comprehensive exploration of the structure, functions, and dynamics of the healthcare systems in the United States. It provides students with a foundational understanding of the healthcare landscape, covering historical development, healthcare delivery models, healthcare policy, and critical issues in the U.S. healthcare system. This course is designed to equip students with the knowledge necessary to navigate the complexities of healthcare in America and engage in informed discussions on healthcare-related topics. Prerequisite: HLTH315.

HLTH320 – Healthcare Enterprise Systems
3 Credits
This course offers a comprehensive examination of enterprise systems within the healthcare sector, focusing on their role in enhancing operational efficiency, patient care delivery, and organizational effectiveness. Students will explore the design, implementation, and management of healthcare information systems that support clinical, administrative, and financial functions.

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 ACCT 101

HLTH410 – Health Care Information Law, Privacy, and Security
3 Credits
This course provides an in-depth exploration of the legal and ethical aspects of health information management. Students will examine the complexities of health care laws, privacy regulations, and security measures that govern health information. Emphasis is placed on understanding the Health Insurance Portability and Accountability Act (HIPAA), patient rights, data protection, and the legal responsibilities of health care professionals. By the end of this course, students will be equipped to navigate the legal landscape of health information management and implement best practices for maintaining patient privacy and security.

MGMT411 – Total Quality Management
3 Credits
This course presents quality measurement and performance issues. The course emphasizes quality management processes in business, marketing, and federal and nonprofit environments. Students learn how to manage process control, sampling plans, and use of control charts. Topics in quality planning and assurance are covered.

HLTH420 – Health Care Research Methodology
3 Credits
This course provides an in-depth exploration of the research methods used in health care and public health studies. Students will learn how to design, conduct, analyze, and interpret research projects that aim to improve health outcomes and inform policy decisions. The course covers both quantitative and qualitative research methodologies, emphasizing ethical considerations and the application of research findings in clinical practice.

HLTH421 – Health Care Organizations and Finance
3 Credits
This course provides a comprehensive overview of the organizational structures, financial principles, and economic factors that influence healthcare delivery systems. Students will examine the unique challenges and complexities faced by healthcare organizations, with a focus on financial management, reimbursement mechanisms, and strategic planning.

HLTH430 – Health Data Analytics and Information Governance
3 Credits
This course explores the role of data analytics and information governance in improving healthcare delivery and decision-making. Students will examine methods for acquiring, managing, analyzing, and interpreting healthcare data to support clinical practice, operational efficiency, and strategic decision-making. The course emphasizes the importance of information governance frameworks in maintaining data integrity, security, and compliance with regulatory standards.

HLTH435 – Strategic Healthcare Planning (Cross-listed with MGMT435)
3 Credits
This course presents techniques of strategic healthcare planning as a basis for the

integration and application of principles, skills, and perspectives developed in earlier courses. It requires integrating the knowledge from business and other university courses such as finance, accounting, marketing, and organizational behavior as well general education courses. Special emphasis is given to policy determination at the overall management level.

HLTH440 – Economics of Health Care Organizations
3 Credits
This course provides a comprehensive examination of the economic principles and financial dynamics that shape healthcare organizations and systems. Students will analyze the economic factors influencing healthcare delivery, financing, and policy-making, with a focus on understanding cost structures, reimbursement mechanisms, and market forces affecting healthcare providers and payers.

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

MATH180 – Calculus II
3 Credits
This course builds upon the concepts introduced in Calculus I, delving deeper into differential and integral calculus. Students will explore advanced techniques and applications of differentiation and integration, with a focus on functions of several variables and their derivatives. Prerequisite: MATH115

MATH181 – Calculus III
3 Credits
This course expands on the concepts introduced in Calculus II, focusing on multivariable calculus and its applications. Students will explore functions of several variables, vectors, and vector-valued functions, gaining proficiency in differential and integral calculus in higher dimensions. Prerequisites: MATH115 and MATH180.

MATH280 – Discrete Math for Computer Science
3 Credits
This course provides a foundational understanding of discrete mathematical structures and their applications in computer science. Students will explore essential concepts and techniques that form the basis of algorithm design, computational theory, and computer systems analysis.

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: MATH110

MATH434 - Differential Equations & Linear Algebra
3 Credits
The course is designed to provide the basic ideas of Differential Equations and Linear Algebra concepts to students who do not necessarily have an extensive mathematics background but who need to understand how mathematical tools and methods are applied to solving real-world problems. Included practical examples, scenarios, and exercises have augmented core Differential Equations and Linear Algebra concepts and skills. The result will be a meaningful understanding of the discipline, MCAP351 which will serve you in your career and real-world experiences.

MCAP303 – Organization and Technology of Information Management (Cross listed with HLTH303)
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.

MGMT321 – Principles of Management and Supervision
3 Credits
This course is designed to provide a comprehensive introduction to the fundamental concepts and practices in organizational management. Students will explore key principles of supervision, leadership, and decision-making within diverse organizational settings. Through case studies, discussions, and practical applications, this course aims to equip students with a solid foundation in management and supervision principles applicable to various industries.

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.

MGMT365 – 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.

MGMT405 – 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.

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 to 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
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
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
3 Credits
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 database 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
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, offers 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.

MRKT480 – Strategies for Researching New Markets
3 Credits
This course explores the methodologies and strategies essential for researching and analyzing new market opportunities. Students will learn how to identify and evaluate potential markets, assess competitive landscapes, and develop effective strategies for market entry and expansion.

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.

RES480 – Capstone Project: Health Care Research
3 Credits
The Capstone Course serves as the culminating experience for bachelor's degree programs, providing students with the opportunity to synthesize and apply their learning in a comprehensive project. Students will design and execute a business or research initiative that demonstrates their mastery of program concepts, critical thinking, and practical skills. Through this course, students will showcase their ability to address real-world challenges, integrate interdisciplinary knowledge, and present their findings effectively to diverse audiences. The capstone project highlights students' readiness to transition from academic study to professional practice or advanced scholarship.

REST370 - Food Safety & 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.

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.

SOCI101 – Introduction to Business Ethics
3 Credits
This course provides an introduction to the fundamental principles and theories of business ethics. Students will explore ethical issues and dilemmas faced by businesses and organizations in various sectors, emphasizing the importance of ethical decision-making and corporate social responsibility.

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.

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 include 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

ACC580 – Advanced Federal Taxation
3 Credits
This course is designed to teach students to recognize major tax issues inherent in business and financial transactions. Federal taxation acquaints the student with the social and economic policy implications of the Tax Code. The course focuses on fundamental tax concepts, the mastery of which will enable students to incorporate tax factors into business and investment decisions. Taxes motivate people and institutions to engage in certain transactions. The course develops certain income tax principles to maximize an entity or individual's net present value cash flow resulting from a transaction. The student will become acquainted with the social and economic policy implications of the Tax Code as well as explore the question of what constitutes a "good tax."

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.

AIT670 - 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.

AIT680 - 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.

AWS510 – Cloud Architecting and Developing
3 Credits
AWS Academy Cloud Foundations 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.

AWS530 – Machine Learning Foundations
3 Credits
AWS Academy Cloud Foundations 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.

AWS550 – Data Analytics
3 Credits
AWS Academy Data Engineering is designed to help students learn about and get hands-on practice with the tasks, tools, and strategies that are used to collect, store, prepare, analyze, and visualize data for use in analytics and machine learning (ML) applications. Throughout the course, students will explore use cases from real-world applications, which will enable them to make informed decisions while building data pipelines for their particular applications.

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 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.

BUS601A – Budget Your Time and Money to Expand and Profit
3 Credits
This course introduces the student to the concepts and procedures of managerial accounting, resource allocations and financial decision making. This course teaches students how to think about accounting and financial planning decision-making issues.

BUS602A – The Major Principles of Success and Growth
3 Credits
This course introduces the aspects of economics that are most relevant to the operation and management 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.

BUS603A – Maintain Sound Business Health
3 Credits
This course provides an examination of the field of managerial finance, including the basic principles of corporate finance, financial markets and institutions, and investment theory. Corporate finance topics covered include 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.

BUS610A – Leading Collaborative Team to Success
3 credits
This course concentrates on strategy, policy formulation and implementation at the top management level. It discusses skills and concepts needed to manage teams and facilitate team-based decision-making allowing an organization to compete effectively in its environment.

BUS620A – Cultivate Creative Vision and Use Applied Faith
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.

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.

BUS630A - Think Accurately to Gain the Edge
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.

BUS635A – World Order Strategic Outcomes
3 Credits
This course provides practical insights into domestic and international decision- making entities. A review of political organizations and business entities are examined along with a review of internal and external factors that impact leadership decisions. Various characteristics of successful executive leadership are examined through historical and theoretical approaches. A review of organizational culture, policies and practices are examined to determine how these factors impact leadership decisions in complex entities that affect global business relationships. Additionally, application of the various issues covered during the course is conducted through case studies requiring long term agenda setting and team building.

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.

BUS640A – How International Entities Impact Your Decisions
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 is evaluated. Case studies and legal analyses form important learning tools for this course.

BUS645A – Marketing Analytics to Getting Buzz
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 principles, frameworks, and analyses.

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.

BUS650A – Negotiation: How to Get More of What You Want
3 Credits
This course provides an overview of pre-negotiations, the aspects of negotiations, and the post-negotiation strategies designed to achieve effective results. A review of the best practices for achieving positive negotiation results using both quantitative and qualitative data is evaluated and analyzed.

BUS655A – Emerging Issues for 21st Century Business
3 Credits
This course is focused on a review and evaluation of newer practices and methodologies that are impacting and disrupting the historical ways of conducting business. This course will review the impact of social media, business intelligence, cryptocurrency and e-commerce on how business is conducted in today's Global Society. The following are the core subject areas covered in this course: Information Technology and social media as Drivers of Your Business; Geospatial Business Intelligence to Getting Competitive Edge and Design Smart Cities; • Utilize Innovative Cosmic Habit Global Force: Cryptocurrency and Blockchain in Business; • E-Commerce: Global Currency, Exchange, Risk and Contracts.

BUS660A – The Secret of Creative Thinking and Creative Doing
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 197 communications; the Internet; the information systems development process; and systems development as planned organizational change.

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.

BUS670A – Control Your Enthusiasm and Enforce Self-Discipline
3 Credits
This course uses the global business context to introduce students to important legal, ethical and cultural challenges they will face as business leaders. Cases and materials will address how business leaders, constrained by law and motivated to act responsibly in a global context, should analyze relevant variables to make wise decisions.

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.

BUS690A – Cultivating the Entrepreneurial Mindset
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.

BUS699A – World Leadership and Global Outcomes
3 Credits
This course is designed to provide an overview of the political and business leadership decisions that impact the global business and financial markets. Seminars will be conducted by leaders within the international Business communities. This two-part seminar course series is designed to provide students with key industry knowledge in an active and ongoing business setting. Students will gain exposure to key business officials and be expected to assess the business operation culminating in a comprehensive analysis of the experience. Students will be expected to travel and be active participants in the field studies. The residential travel component is an essential learning piece to the overall program experience. Thus, students are expected to make every reasonable effort to participate in the field experiences as outlined. Students wanting to opt out of the residency requirement, may apply to do so only for exceptional and appropriate reasons, i.e., illness, employment related, unforeseen circumstances. Opting out of residency must be approved by the Dean of Graduate Studies. Students that will not participate in residency will be required to research and, in alignment with students that participated in the excursion, prepare an extensive case study pertaining to the organizations that are part of the residency experience. All students, including opt out students, will be held to the same course learning outcomes.

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, cyberbullying, 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.

COMP510 – Foundations of Algorithms and Data Structures
3 Credits
This course provides a comprehensive exploration of fundamental algorithms and data structures essential for efficient problem-solving and software development. Students will delve into theoretical principles and practical applications, emphasizing algorithmic analysis, design strategies, and data structure implementations.

COMP520 – Design and Analysis of Algorithms
3 Credits
This course will review the core concepts of Design and Analysis of Algorithms. Topics of discussion will include the following: Fundamentals of algorithmic problem solving, data structure, analysis of algorithm efficiency, brute force and exhaustive search,

decrease-and-conquer, divide-and-conquer, transform-and-conquer, space and trade-offs, dynamic programming, greedy technique, iterative improvement, limitations of algorithm power and copy with limitations of algorithm power.

COMP530 – Linguistics of Programming Languages
3 Credits
Organization, characteristics, constructs and design principles of programming languages; syntax, semantics, and pragmatics; language implementation issues; different programming paradigms such as imperative, functional, object-oriented, and logic programming.

COMP540 – Computer Systems Architecture
3 Credits
Part two of introduction to the internal architecture of computer systems continues to - include micro, mini-, and mainframe computer architectures. Continuing on the topics covered in part one, the focus will be 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.

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.

DACS640 – 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 examines the social, cultural, and political contexts that shape educational systems, policies, and practices. Students analyze how race, ethnicity, socioeconomic class, gender, sexuality, and identity influence teaching, learning, and educational outcomes in diverse settings. Through critical analysis and reflective inquiry, the course challenges students to examine their beliefs and biases and consider the implications for equitable practice and professional growth.

EDU502 – Child and Adolescent Development
3 Credits
This course provides a comprehensive overview of human development from birth through adolescence. It examines the dynamic interplay among biological foundations, individual differences, cultural contexts, and relationships across the cognitive, social, and emotional domains of development and learning. Students will also analyze the characteristics of environments and practices that most effectively support healthy growth, learning, and overall development during these critical life stages.

EDU503 – Research and Analysis in Teaching and Learning
3 Credits
This course provides participants with foundational knowledge of academic research and structured opportunities to develop and apply research skills. Emphasis is placed on cultivating reflective, systematic, and thoughtful inquiry into classroom practice. Students will locate, analyze, interpret, and apply research to inform professional learning, organizational improvement, and student outcomes.

EDU504 – Educating Exceptional Children
3 Credits
This course examines the physiological, intellectual, and social-emotional characteristics of
exceptional children and youth. Students explore etiological factors that influence disability and giftedness, historical and

contemporary legislation, and trends in educational programming and service delivery. Emphasis is placed on understanding learner diversity and applying principles of inclusive, developmentally appropriate instruction to support students with disabilities in educational settings. This course serves as a foundation for subsequent study in instructional theory and practice.

EDU510 – Education in a Global World
3 Credits
This course will examine current global issues and explore the socioeconomic challenges that impact education worldwide. 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
This course examines major learning theories and their application in developing effective instructional strategies that support successful teaching practices. Through structured discussions, case studies, and analytical activities, students engage in collaborative inquiry, reflection, and professional dialogue. Weekly topics cover key principles of teaching and learning to strengthen instructional decision-making and prepare candidates for the demands of student teaching.

EDU602 – Problems in the Philosophy of Education
3 Credits
This course examines the major schools of thought in the philosophy of education, their historical development, and their impact on educational practice. Students analyze how these philosophies shape contemporary teaching and learning and apply their understanding to develop a personal philosophy of education grounded in critical reflection and professional practice.

EDU603 – Teaching with Technology
3 Credits
This course introduces future educators to educational technology and digital media in contemporary classrooms. Students examine current technology trends and develop practical skills for integrating digital tools and applications into instruction. Emphasis is placed on designing engaging, technology-enhanced learning experiences that meet the needs of today's digitally connected learners.

EDU604 – Assessment and Evaluation
3 Credits
This course offers a comprehensive examination of assessment and evaluation in educational settings. Students explore a wide range of assessment tools, measurement principles, and evaluation techniques that inform instruction and improve learning outcomes. The focus is on creating tests, using authentic assessment methods, interpreting data to enhance instruction, and applying evaluation techniques to educational programs and professional practices.

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.

EDU621 – Education School Law and Ethics
3 Credits
This graduate-level course examines the legal and ethical foundations of P–12 school leadership. Students analyze federal and state laws, landmark court decisions, and professional ethical standards that guide administrative practice. Emphasis is placed on legal responsibilities, ethical decision-making, equity, and policy development to prepare future school leaders to act with integrity, accountability, and social responsibility.

EDU622 – Education Finance & Management School Resources

3 Credits
This course examines the principles and practices of education finance and resource management in the United States. Students analyze federal, state, and local funding systems and their impacts on equity, adequacy, and accountability. Emphasis is placed on budgeting, financial analysis, and strategic resource allocation to support effective leadership and improved student outcomes in K–12 and higher education settings.

EDU623 – Inquiry for Performance Improvement
3 Credits
This course prepares aspiring educational leaders to systematically investigate and improve performance across educational organizations. Students engage in data-informed inquiry to identify performance gaps, formulate focused improvement questions, and design evidence-based strategies. Emphasis is placed on collaborative inquiry models, continuous improvement cycles, and the use of qualitative and quantitative data to drive measurable gains in instructional and organizational effectiveness.

EDU624 – Program Integration Capstone
3 Credits
This culminating course enables candidates in the Master's in Education Administration program to synthesize and apply their knowledge and leadership skills through a capstone project. Students complete either a real-world action research study or a strategic school improvement plan grounded in data-driven decision-making, ethical leadership, and educational standards. The course concludes with a formal presentation demonstrating readiness for administrative leadership roles.

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.

FIN650 – Financial Services Analytics
3 Credits
This course covers the main quantitative methods of finance. The course covers three broad sets of topics: derivative pricing using stochastic calculus, dynamic optimization, and financial econometrics. The emphasis is on rigorous and in-depth development of the

key techniques and their application to practical problems.

FIN655 – Accounting Analytics
3 Credits
This course focuses on financial management of the firm 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. It covers essential topics as financial markets, the cost of capital, financial reporting, capital structure, focuses on applications and financial model building, risk analysis for valuation applications. Covers dividends policy, options, cash management and international monetary issues. This course is designed for students to develop a comprehensive understanding of financial management principles and practices.

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.

GIS588 - Smart Cities Concepts: Geo Analysis, Modeling, and Implementation
3 Credits
This course explores advanced concepts and technologies essential for developing smart cities, focusing on geographic analysis, modeling techniques, and practical implementation strategies. Students will examine how geographic information systems (GIS), data analytics, and modeling frameworks contribute to the design and management of smart urban 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.

HLTH605 – American Health Care Systems
3 Credits

This class will cover the major characteristics, foundations, and future of the U.S. health care system. Students will learn the necessary tools to understand the unique dynamics of the U.S. health care system, including health care delivery, public policy, and the placement of the U.S. health care system within the larger context of global health care. The status and impact of the Affordable Care Act on all parts of the health care delivery system. The Implementation of Healthy People 2020

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.

HLTH625 – Health Care Communications Technology and Telematics
3 Credits
This course explores advanced technologies and telematics solutions that enhance communication and information exchange within healthcare systems. Students will examine the integration of telecommunications, information technology, and healthcare informatics to improve patient care, streamline operations, and facilitate remote healthcare delivery.

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.

HLTH635 – Health Data Structures
3 Credits
Introduction to systems and processes for collecting, maintaining, and disseminating primary and secondary health related information. Instruction in delivery and organizational structure to include content of the health record, documentation requirements, registries, indices, licensing, regulatory agencies, forms, and screens.

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.

HLTH645 – Legal and Regulatory Environment for Health Care and Informatics
3 Credits
This course thoroughly examines the Legal and Regulatory Environment for Health Care and Informatics within the dynamic context of the healthcare industry. Students will delve into healthcare organizations from the micro level, which focuses on individual behavior in healthcare, intrapersonal and interpersonal issues, groups and teams, and managing organizational change, and the macro level, which looks at the healthcare industry as a whole. By the end of the course, students will have gained a deep understanding of the legal and regulatory aspects of healthcare, as well as the skills to effectively manage healthcare organizations. This comprehensive approach will ensure students are well-informed and prepared for future roles. Both future and practicing healthcare managers will benefit from this course, which is based on current research articles, case studies, and healthcare management journals.

HLTH650 – Health Quality and Safety
3 Credits
This course provides an in-depth exploration of quality improvement initiatives and safety protocols within healthcare systems. Students will examine the principles, methodologies, and technologies aimed at enhancing patient safety, reducing medical errors, and improving healthcare outcomes.

HLTH655 – Research Methods and Data Analytics for Health Informatics
3 Credits
This course provides an in-depth examination of research methodologies and data analytics techniques specifically tailored for health informatics. Students will learn how to design and conduct research studies, analyze healthcare data, and derive actionable insights to improve clinical practice and healthcare delivery.

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.

HOTO610 – 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.

HOTO620 – 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.

MGMT615 - Health Informatics Project Design and Management
3 Credits
This course will provide students with the knowledge and skills necessary to plan, design, and manage health informatics projects effectively. The course will cover

principles and methodologies specific to the healthcare industry, focusing on the integration of information technology to improve healthcare delivery, patient outcomes, and organizational efficiency.

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 the 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 discussions 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, 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.

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.

DBA715 – Organizational Ethics and Decision-Making
3 Credits
This course examines the complex intersection of human behavior, structural design, and moral leadership in the modern enterprise. Rather than viewing ethics and operations as separate spheres, students will explore how organizational dynamics influence and constrain decision-making. Students will learn to apply ethical frameworks to navigate the ambiguities of the global market, ensuring that change initiatives are not only effective but also socially responsible. The course culminates in the development of strategies that align organizational performance with the principles of global citizenship.

DBA727 – Business Innovation and Sustainability
3 Credits
This course focuses on organizational growth through strategic innovation. Students will evaluate operational drivers to formulate strategies that boost performance while creating shared value. By mastering these concepts, candidates will develop leadership approaches that cultivate intrapreneurship, ensuring organizations remain profitable and sustainable in a complex global market.

DBA740 – Accounting and Financial Management
3 Credits
This course advances the interpretation of complex financial statements and asset valuation using time value of money concepts. Students apply financial principles to solve advanced management problems and propose strategic solutions, utilizing industry-standard technology to model data and articulate findings effectively for decision-making.

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.

DBA765 – Global Strategic Leadership
3 Credits
This course creates a high-level forum for analyzing the operational and strategic challenges of leading complex multinational organizations. Students will examine the mechanics of global expansion, dissecting how leadership requirements shift when moving between developed and emerging markets.

DBA770 – International Marketing in Business
3 Credits
This course focuses on today's best practices and emerging issues in international marketing, within a complex and rapidly evolving global environment. Emphasis is placed on strategic decision-making related to start-up operations, global market entry and expansion, and evaluating the challenges confronting global marketers.

DBA745 – Project Management Framework and Processes
3 Credits
This course equips leaders to align project execution with business strategy. Students will evaluate various project frameworks to determine best-fit applications and critique internal processes for efficiency. The course focuses on synthesizing project goals with the broader organizational vision and constructing meaningful KPIs. Students will emerge with the ability to lead project portfolios that deliver measurable, sustainable business value.

DBEC700 – Principles of Research and Writing
This course equips students to evaluate existing research and design their own scholarly inquiries. Students will identify an evidence-based business problem, utilize diverse research tools, and develop a literature review demonstrating scholarly writing and sound argumentation.

DBEC710 – Quantitative Research Methodology
This course focuses on the application of quantitative methods to address complex organizational challenges. Students will advance their skills in research design, variable measurement, and hypothesis testing using parametric and non-parametric techniques. Emphasis is placed on using statistical software to analyze data and on critiquing existing scientific literature. The course culminates in the development of skills required to report technical findings clearly, bridging the gap between academic rigor and practical business strategy.

DBEC725 - Qualitative and Case Study Research Methodology
This course focuses on the application of qualitative methods to investigate complex organizational phenomena. Students will learn to construct comprehensive literature reviews and execute rigorous data collection through qualitative means. Emphasis is placed on justifying and applying the Case Study.

DBEC735 – Statistical Methods and Data Analysis
3 Credits
Focusing on the intersection of data and strategy, this course equips scholar-practitioners with the skills to transform raw data into evidence. Students will learn to critique data collection methods to distinguish robust evidence from noise. Students will develop the technical competence to drive data-informed decision-making in their organizations.

DBEC798 - Doctoral Prospectus Development I
3 Credits
This course is the first part of a two-term sequence designed to prepare doctoral students for the dissertation phase. Students will begin by identifying their research problem, purpose, and research question. Students will investigate an appropriate research methodology and design. By the end of this term, students will have a draft of their prospectus.
Prerequisite: Successful completion of all prior core courses in the doctoral program.

DBEC799 - Doctoral Prospectus Development II
3 Credits
This course is the second part of a two-term sequence designed to complete the preparation of the doctoral prospectus.

Students will finalize their method and design section, gather scholarly literature, and draft the final prospectus for presentation to professors teaching future courses.
Prerequisite: Successful completion of DBEC798 Doctoral Prospectus Development I.

DBEC800 – Doctoral Research I: Proposal Development
3 Credits
This is the first course of eight research and writing courses that result in a dissertation. Each term, the student progresses toward the completion of the dissertation by completing the required elements of the dissertation process. This course clarifies the research focus, defines the research question(s)/hypotheses, and produces a final version of Chapter One toward completion of dissertation research.
Prerequisite: Completion of all Core Course requirements and have earned the distinction of doctoral candidate.

DBEC801 – Doctoral Research I: Introduction & Literature Review
6 Credits
This is the second of eight research and writing courses that collectively result in a dissertation. Each term, the student progresses toward completing the dissertation by finishing the required elements of the dissertation process. This Literature Review I course clarifies the research focus through producing a review of the scholarly research and literature relevant to the selected study.

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

DBEC801.A – Doctoral Research II: Introduction & Literature Review
3 Credits
This course is the third of eight research and writing courses that collectively result in a dissertation. Each term, the student progresses toward completing the dissertation by finishing the required elements of the dissertation process. This Literature Review II course clarifies the research focus by producing a review of the scholarly research and literature relevant to the selected study, resulting in a finalized Chapter Two.
NOTE: Candidates will be required to obtain IRB approval prior to conducting any research associated with this study.
Prerequisite: DBEC801 – Doctoral Research I: Introduction & Literature Review

DBEC802 – Doctoral Research III: Methodology
3 Credits
This course is the fourth of eight research and writing courses that collectively result in a dissertation. Each term, the student progresses toward completing the dissertation by finishing the required elements of the dissertation process. In this course, the student clarifies the research method, design, data collection strategy, data analysis, and feasibility of the proposed research, resulting in a finalized Chapter Three.
NOTE: Candidates will be required to obtain IRB approval prior to conducting any research associated with this study.
Prerequisite: DBEC801.A – Doctoral Research II: Introduction & Literature Review

DBA803 – Doctoral Research IV: Proposal Development
3 Credits
In this course, the candidate compiles the Proposal (chapters 1-3). Each term, the student progresses toward finishing the dissertation by completing the required elements of the dissertation process. This course requires the student to focus on: 1) completing the alignment and perfection of chapters 1-3, 2) undertaking modifications

required by the dissertation committee, 3) undertaking the Proposal Defense, and 4) achieving IRB approval.
Prerequisite: Doctoral Research III: Methodology

DBA804 – Doctoral Research V: Data Collection and Analysis
3 Credits
This course begins the IRB-approved Proposal, entailing chapters 1-3. Each term, the student progresses toward finishing the dissertation by completing the required elements of the dissertation process. This course requires the student to focus on data collection and data analysis, and, if time permits, to begin writing Chapter Four.
Prerequisite: DBA803 – Doctoral Research IV: Proposal Development

DBA900 – Dissertation Composition
3 Credits
This is a research and writing course that results in a dissertation. Each term, the student progresses toward finishing the dissertation by completing the required elements of the dissertation process. This course requires the student to continue working on the initial drafting of chapters 4 and 5 and continuing committee reviews.
Prerequisite: Dissertation Committee Approval Required

DBA900.A – Dissertation Defense and Publication
3 Credits
This is the final research and writing course that results in a completed dissertation by completing the required elements of the dissertation process. This course requires the student to focus on: finalizing all chapters, including the abstract, formatting, editing, to prepare for final University Quality Assurance review, and preparing for the Final Oral Defense.
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.

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

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, a 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 large combinatorial 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 an 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. The 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 a related entity called the Board of Managers (BoM). The BoM includes "no fewer than one 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.

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

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BBA, University of Texas at Austin

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BS, Moscow Institute of Physics and Technology

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BS, Morgan State University

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Adv. Mediator Certification, University of Houston Law Center
BS, University of Central Arkansas

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MDes, Harvard University Graduate School of Design
BA, University of Pennsylvania

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MS, Moscow Institute of Physics and Technology
BS, Moscow Institute of Physics and Technology

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BS, Strayer University

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Chief Academic Officer
PhD, Touro University
MBA, University of Phoenix

Mr. Garrett Mushaw
Chief Financial Officer
MBA, Averett University
BS, Virginia State University

Ms. Camilla Meros
Chief Compliance Officer
MS, University of the Potomac
MA, Virginia International University
BA, Federal University of Ouro Preto

Senior Leadership

Mr. Rafael Salazar
Vice President of Recruitment Management
MPA, Brookline College
BS, Northeastern University

Ms. Zola Bayan
Vice President of International Affairs
MS, University of the Potomac
MBA, Washington University of Science and Technology
MBA, University of Finance and Economics
BS, University of Science and Technology

Mr. Mark Jiidee
Executive Director of IT Systems and Facilities
MS, Washington University of Science and Technology
MS, University of Northern Virginia
BS, University of Science and Technology

Ms. Seble Teklehaimanot
Director of Human Resources
MBA, University of the Potomac
MS, American College of Commerce & Technology
BS, Central Health College

Ms. Lachelle Matthews
Dean of Student Support Services
MA, Webster University
BA, University of North Carolina at Pembroke

Ms. Ciciley Allen
Interim Director of Student Financial Services
MBA, University of the Potomac
BS, University of the Potomac

Ms. Brandi Morris
Director of Marketing and Systems
Salesforce Certified Administrator

ABOURACHED, CAROLE
PhD, Oregon State University
MS, American University of Beirut

AFOLABI, MARK
PhD, Binghamton University
MS, Binghamton University

AFZAL, AMIR
PhD, George Washington University
MS, George Washington University

AGBAGBA, KOMLAN
PhD Capella University; Univ. of Maryland Global Campus Cybersecurity Technology MA -MSM / CYBER SEC. Embry Riddle Aeronautical University, Certifications: CompTIA,

AHMED, AHMED
MS, Brock University/Univ. Of South Fla
PhD, Univ. of South Florida

AHMEDTELBA, ELYCHEIKH
PhD, SpanTran, University of USMBA, Fez, Morocco
Certifications: GSE2x: Leaders of Learning-HarvardX University, INNOVATE1x: Innovating Instruction: Reimaging Teaching with Technology,

AKAL, FUAT
PHD -IT Swiss Federal Institute of Technology (ETH) M. Sc.. Comp Sc. and Eng.-Hacettepe University

ALLEN, CICILEY
MBA, University of the Potomac

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

BARNES, LARRY
JD, Stetson College of Law

BARDALES, ANA
MA, University of New Mexico

BOAYUE, JOSEPH
MBA, Strayer University
MS, Strayer University

BREANNAN, PATRICK
MA, University of Illinois Urbana-Champaign

BROOKS, TACHA
DBA, University of the Potomac
MS, DeVry University
MS, Central Michigan University

BROWN, DANIEL
MS- University of Arizona Global Campus

BRYDIE, DARYL
PhD, Capella University
MS, University of Massachusetts
MS, Virginia State University

BURNEY, AUGUSTA
J.D., Marquette University
B.S. DeVry University

Certification: PMP

CAMPOS, GABRIELA
MS, University of Denver Colorado

CHAMPION, MARIA MERCEDES
MS, University of Salamanca – Spain
MA, Externado de Colombia University

CHATMON, ERIC
PhD-Argosy University
MS, Engineering Management-Maryland Univ. MS. Information Technology, Bowie State University, Certifications: Executive Potential Program (EPP)

CHERRY, RODNEY
MS- of Applied Statistics(MATH)-Michigan Technology University

COLES, MOHERLIE
PhD, North Central University
EdS, Grand Canyon University

COOTE-MARTIN, GILLIAN
DBA, Argosy University
MS, University of Phoenix

CRAWFORD, DIANE
MS-Public Health-Andrews University
Certification: National Commission for Health Education Credentialing, Inc.

CUADRADO-PIMENTEL, ADINIA
MS- ECD University of Phoenix
Certification in Human Resource and Labor Law Relations,

DELETA-CAMPBELL, ALDITH
EdD, Argosy University
MBA, University of Phoenix

DESINCE, SHAWN
PhD-Health Informatics-Rutgers University
MS-SUNY Downstate

DREISONSTOK, MARK
PhD, Georgetown University
MA, University of Freiburg

DUCKETT, STORMI
EdD- Liberty University
MS-UMGC
BA-St. Mary's College of Maryland

EDER-MOREAU, ANDREW
MA-George Mason University
BS-University of Nebraska-Kearney

EHFAD, KIA
DM / MSCJ / MS -Middlebury Institute of International Studies

EMEKA, EJIKENE
DBA, University of Maryland Global College
MS-University of Maryland Global College

ELHARAZI, MAHMOUD
MS-CPA-Strayer University
BA- Alexandria University

ELTOMY, REHAM
PhD- Towson University
MS-Hood College

EVERHART, CRAIG
MA - POLITICAL SCIENCE US Army Russian Institute (currently Marshall Institute)

FARABEE, CAROL S
PhD Applied Management Decision-Walden University, Maryland
MBA, Western International University
MS, Western International University

FARHAT, SALMAN
MBA, Strayer University
BS- Strayer University

FELDMANN, STEPHANIE

MA -National-Louis University
BA University of Missouri, Columbia

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
BA-Addis Ababa University

GLENN, JAMES
DBA-Nova Southeastern University
MBA-Palm Beach Atlantic University
BS-American University

GRAVES, TIERRA
MA- Education

GUTIERREZ-ARRIETA, FLAVIA
MA- Education

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

HAYNES, JAMES
MS-MBS

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

HOOMAN, MASOOD
MA-English-University of Tehran
BA-Shiraz university

HU, ZIBO
PhD, George Washington University
MS, Columbia University

HUMMELL, SARA
DBA, University of the Potomac
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

KRAMER, RICHARD
PhD-Argosy University
MS- Strayer University

LATHAM, ONTAYA
MS- University of the Potomac

LATHAN, CALVIN
DED-University of Southern California
MS-Webster University

LEMA, JOSE
PhD-Texas Woman's University
MS- Texas Woman's University

LENTZ, CHERYL
PhD-University of Phoenix
MS-Troy University
MS- Walden University

MATTHEWS, LACHELLE
MA, Webster University
BA, University of North Carolina at Pembroke

MCCULLOUGH, LYNETTE
Ed.D -Grand Canyon University
MA-Governors State University

McKELVEY, HENRY
MS, University of Phoenix
MS-Southern New Hampshire University

McKNIGHT, STEPHANIE
PhD, University of Phoenix, Phoenix
MA, University of Phoenix

MENO, ALICIA
PhD, DePaul University
MA, Columbia College

MEMLING, JOHANNES
PhD - Physics-East Carolina University
PhD - Math- Columbia University of New York

METRY, ANDREW
MA-ACCT. Taxation Cognate, Strayer University, Certification: TESOL/TEFL

MITEREVA, SVETLANA
PhD, Moscow State University
MS, Moscow State University

MOSES, JAMES
MS, Chaminade University
MS, Madras Christian College

NATOO, PRASAD
MS-University of Missouri-Kansas City
BS-University of Missouri-Kansas City

NIKOLOVA, PETYA
PhD, New Bulgarian University
MBA, Bew Bulgarian University
MA, George Mason University
MA, TUFTS University
MA, University of Sofia

NIKONOV, LEONID
MA-Altai State University

OBAZU, DARREN
PhD, Walden University
MS, Central Michigan University

OGLESBY, CYNTHIA
MBA, University of Maryland College
MS, University of Maryland College

ONU, STEPHEN
PhD, University of Phoenix
MBA, Global Management
Certification: PMP

PADILLA, CARLOS
PhD, University of Connecticut
MS, University of Connecticut

PETITLUBIN, MASCELINE
Master's, MBA

PIELLUSCH, MICHAEL
DBA, Argosy University
MS, Santa Clara University
MS, National University
MBA, San Francisco State University

QURESHI, SALMAN
MS, Wayne State University
BS- Wayne State University

RADY, DINA
PhD- Ain Shams University-Cairo-Egypt
MA - Ain Shams University-Cairo-Egypt
MA American University

REID, DUTCHIE
DBA-Argosy University Dallas
MBA -Texas Woman's University

RENGIFO CORDOBA, EUCLIDES
MS, The Catholic University of America

ROREX, JAYLAN
MS- Keiser University
BA- Middle Tennessee State University

SALAZAR, RAFAEL
MS- University of the Potomac
MPA- Brookline College
BA- Northeastern University

SAMORA, DINA
EdD-Liberty University
MBA-Liberty University
MED-Canyon University

SAVOY, KRISTY
MS-Ashford University
BS University of Maryland Eastern Shore

SCHWARTZ, MELISSA
MBA, Cardinal Stritch University
MS, University of Wisconsin

SEWELL, DANNAE
EdD-Northcentral University
MA-Education-Ashford University

SHAMS, MOHAMMAD
PhD- George Mason University
MS- The George Washington University

SHELTON, JIM
MBA-Fontbonne University
BS-Xavier University

SKELTON, JILLIAN
Ed.D. Edu. Leadership- The University of Alabama
MS-University of Georgia

SMOLIANSKI, PINCHAS
MA- University of Maryland Baltimore County

SOOMRO, SAFEEULLAH
PHD- Graz University of Technology
MSCS- University of Sindh Pakistan

STANCIL, WILLIAM
JD - LAW AND ETHICS-New York University School of Law

SUMMERS, JULIA
PhD -Texas A & M University
MSED-Southern Methodist University

TEKLE, SEBLE
MBA- University of the Potomac
MS-American College of Commerce Technology

THOMAS, TREVOR
Ed.D- Brenau University
MA-John Jay University

TIMS, CHARMONIQUE
PhD in Health -Sonoran University of Health Sciences

BS in Nutrition and Food Service Management

TOLLIVER, DARCEL
PhD, Walden University
MBA, Drexel University
MS, University of Phoenix

TOREY, JASON
PhD-University of Charleston
MBA- Washington State University
MS-University of Charleston

TSAI, CHANG-LUNG
PhD, Philosophy in Electrical Engineering National Central University
MS Electrical Engineering -University of Southern California, LA

UKENERU -STEVE, ONYINYE
MSC-The University of The District of Columbia
MS-University of Lagos

ULLAH, SHAKIR
PhD-University of Southampton, UK
MBA-Korea Development Institute

VAN AUKEN, PAUL
MA-MATH- Radford University
MA- Colorado State University

WHITEHEAD, MARQUIA
EdD, University of Louisiana at Lafayette
MA, Northwestern State University

WILLIAMS, RONDA
DBA, University of the Potomac
MBA, Everest University
MBA, Southeastern University
Certification: Human Resource, Time Management, Business Coach, Public Speaking, Stress management, Life Coach

WILSON, MICHELLE
JD-University of Maryland Francis King Carey School of Law

WRATTEN, JAMES
MS-MATH- University of Illinois at Urbana-Champaign

ZARBAFIAN, NAGHMEH
MA, University of Tehran
BA, Shiraz University

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: CP

ZOU, QUAN
PhD-University of Paris VI
PhD-The George Washington University
MS- University of Nevada

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 disability discrimination, please contact the Disability Coordinator listed below.
Students, faculty, and administrative employees should refer any discrimination complaints in writing to the Human Resources Department. For additional assistance related to Civil Rights under Title IX, contact:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

(NOTE: There are different offices for different areas of the country. Visit the OCR website for more information.)

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 Policy (Non-Academic) section of the Catalog and should be brought to the attention of the Title IX Coordinator or to General Counsel.

All sexual discrimination, sexual harassment, or sexual assault matters should be brought immediately to the attention of the Title IX Coordinator on campus or via the Title IX incident report form.

Washington D.C. Campus/Online
Title IX Coordinator
1401 H Street, N.W., Suite 100,
Washington, D.C. 20005
(202) 274-2300

studentservices@potomac.edu

Falls Church, VA Campus
Title IX Coordinator
7799 Leesburg Pike, Suite 200

Falls Church, VA studentservices@potomac.edu
(202) 521-1290

Once a formal complaint is received, an investigation will begin within 72 hours. To ensure fairness and accountability, an ad hoc committee will be convened to review the findings of the investigation and to develop final recommendations. This committee will carefully evaluate all evidence, consider relevant policies, and ensure that the process remains consistent with institutional standards. The committee will provide its recommendations within 30 days of being formed.

Disability 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 Disability Coordinator listed below. They may request academic adjustments or auxiliary aids at any time. The Disability 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 accommodation is effective and/or available.

Definition of Disability
A disability is a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

- **Major Life Activities:** The phrase major life activities refers to normal functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

- **Physical Impairment:** A physical impairment includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory and speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine.

- **Mental Impairment:** A mental impairment includes any mental or psychological disorder, such as organic brain syndrome, emotional or mental illness, and specific learning disabilities.

- **Learning disabilities:** A learning disability is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders occur in persons of average to very superior intelligence and are presumed to be due to central nervous system dysfunction.

Reasonable Accommodations
A reasonable accommodation is any modification or adjustment that will enable a qualified student with a disability to participate in a course, program, activity, or service. Reasonable accommodations assure that students with a disability have rights, privileges, and access equal to students without disabilities. Reasonable accommodations may include academic adjustments, auxiliary aids or adaptive technology, outreach services, or physical access modifications.

The university has an obligation to make reasonable accommodations in policies, practices, or procedures when accommodations are needed to prevent discrimination on the basis of disability *unless* making the accommodations would fundamentally alter the nature of the service, program, or activity, or would result in undue financial and administrative burdens.

Requesting Disability Accommodations
Students requesting academic accommodations for their disability must first contact the Disabilities Coordinator by submitting an ***Accommodation Request Form*.**

Washington, DC Campus/Falls Church, VA Campus/Online
Disability Coordinator
Student Support Services
1401 H Street, N.W., Suite 100
Washington, D.C. 20005
(202) 274-2300
studentservices@potomac.edu

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, 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.

    - Once medical documentation is received, the Disabilities Coordinator will review, verify, and assess the documentation. If further information is needed or if the documentation submitted is insufficient, the student will be notified. After the review process is complete, the Disabilities Coordinator will invite the student to a meeting with the Special Accommodation Committee.

    - After the meeting, the Special Accommodation Committee will determine what academic accommodation, if any, a student is eligible to receive.

2. The Disabilities Coordinator will respond within two weeks of receiving the request. If a student is eligible to receive academic accommodation in his or her classes, the Disabilities Coordinator will email the student a **Student Accommodation Acknowledgement Form.** This form will inform the student of what accommodation he

or she is eligible to receive, as well as what his or her responsibilities are for receiving the accommodation each sub-term.

- The student must sign the form and return it to the Disabilities Coordinator before accommodation can be made effective. By signing the form, the student acknowledges that he or she is responsible for completing the expected requirements by their due dates in order to receive academic accommodation.

- Academic accommodation cannot be backdated for courses already in progress or completed. If sufficient notice is not given to the Disabilities Coordinator for special accommodation, such as an alternate format for textbooks or transcripts for audio files once a student goes on file, these accommodations may be withheld until a later semester when sufficient notice is provided.

- The Disabilities Coordinator will notify the appropriate parties (i.e., publishers, professors, etc.) to ensure that the student receives his or her accommodation. The Disabilities Coordinator is not responsible if a student does not receive academic accommodation in his or her classes due to the student's failure to notify them of the necessary information by the required due date.

- If the student's medical condition changes, it is the student's responsibility to notify the Disability Support Services staff as soon as possible.

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.

4. In accordance with Section 504, medical documentation will be reviewed on a regular basis. If the documentation is outdated or if further information is required at that time, the student will be notified. The student will also be notified if, during the review process, any changes are made to the student's academic accommodation.

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-free environment policy is also located in the Student Handbook and is available electronically. Printed copies of the 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. After two semesters, a dismissed student may apply to return to school. 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 refuses 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.

Student Records

The Office of Records and Registration maintains students' records. Student records include evidence of application and acceptance, admissions forms, official transcripts, registration records, financial records, and educational plans. Academic records, including grades and attendance, are generated electronically via the Learning Management System (Canvas) and integrated with the Student Information System (Sonis), which houses all academic records. Both cloud-based systems are password-protected with specific security permissions and undergo regular backups.

Maintenance of Records

University of the Potomac maintains a system of record retention in accordance with applicable federal and state requirements and consistent with accreditation standards and those of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). It is the responsibility of the Registrar to establish and verify a system of record retention that is in accordance with federal and state requirements. Academic records are maintained for seven years after a student leaves school. Student transcripts are maintained indefinitely. In the event of a school closure, academic records are maintained by the Higher Education Licensure Commission (HELC) of the DC Office of the State Superintendent of Education, and the State Council of Higher Education for Virginia (SCHEV).

Privacy of Student Records

Policies and procedures concerning the privacy of student records are governed by the Family Education Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380). Student records are maintained by the Office of Records and Registration. 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. 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. 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 2024-2025			
Program	**2024-2025 Number of Students at VA Campus**	**2024-2025 Number of Virginia Residents**	**2024-2025 Number of Virginia Residents Graduates**
BS-Accounting	2	1	1
BS-Business	50	32	5
BS-Computer Science	38	25	2

BS-Cyber Security/Policy	3	3	0
BS-Hospitality Tourism Management	13	8	1
BS-Health Information Management	13	11	0
BS-Information Technology	42	27	8
MS- Data Analytics	102	69	3
MS-Healthcare Informatics	47	29	4
MS-Information Technology	128	81	12
Master of Business Administration	219	140	53
Master of Healthcare Administration	61	38	12
Grand Total	**718**	**464**	**101**

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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