



C A T A L O G
2019

IU INDEPENDENCE[®]
UNIVERSITY



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CATALOG RIGHTS POLICY

The University must retain the flexibility to improve its curriculum; therefore, course offerings may be changed during a student's education. If a course required under a previous catalog is no longer offered, a student eligible to graduate according to that catalog should consult his or her academic advisor or Dean to identify another course that may be used to fulfill the requirement. Course substitutions in the degree program are permitted only with the approval of the Dean through the department head or program director. Furthermore, the institution reserves the right to make any changes in requirements it may consider necessary and desirable by due notice in the catalog. Substitutions for discontinued courses may be authorized or required by campus administration.

Students may graduate under the catalog in effect at the time of their initial enrollment or any succeeding catalog provided the catalog is not more than seven years old upon the completion of requirements for graduation. Students who have been gone from the institution for seven years or more must enter the University under the catalog in effect at the time of re-entry.

A student's transcript will reflect the course name, number, and credits that are in effect at the time the course is being taken by the student.

Information contained in this catalog is subject to change at the discretion of the University without prior notification.

In the event of any inconsistency between the information contained in this catalog and any other material, the information contained in the catalog (including any addenda) shall take precedence. The institution is not responsible for information or oral claims made by individuals that are contrary to the institution's published materials. Most photos included in this catalog are stock photography and do not represent actual students except where noted.

Volume 20, effective January 21, 2019. Good through and including February 2, 2020. Revised December 20, 2019.

For faculty information, please see addendum provided with this document.

I certify that this catalog is true and accurate in content and policy.

Signature

Date



GENERAL INFORMATION

Online Distance Education Mission

We are dedicated to helping our students graduate and get a much better job sooner. We focus on using online technology to provide education for people to obtain a rewarding career and an enriched life. Our goal is for our students to achieve success in career-oriented online programs and the enhancement of skills in critical thinking, communication, problem solving, and using technology, culminating in satisfactory career placement or advancement in current employment. To fulfill this goal, the institution will:

1. Provide a solid foundation of specific competencies that will enable students to acquire the skills required in their chosen occupation.
2. Provide students with education and knowledge to become competent members of their communities, enabling them to appreciate and successfully cope with human relations problems encountered in the workplace.
3. Provide programs that include a variety of skills which will bring students a fuller realization of the world in which they live and work, so that they are capable of achieving a satisfactory and rewarding career and lifestyle.

4. Serve as a leader of online higher education in each of our communities by incorporating suggestions and recommendations from knowledgeable representatives of the programs offered.

History

History of Independence University

Independence University dates back to 1891. Beginning in 1978, Independence University operated as California College for Health Sciences until 2005, when it became Independence University, a name that more accurately reflects the institution's broader range of programs and its philosophy that education should lead to greater independence. In 2010, Independence University merged with its affiliated institution, Stevens-Henager College, becoming a branch of Stevens-Henager's main campus in West Haven (Ogden), Utah. Today, IU is comprised of the School of Healthcare; the School of Business; the School of Graphic Arts; and the School of Technology.

Specializing in allied health programs, IU has made its mark in areas such as respiratory care education, becoming the first institution to offer programs not only to working adults across the United States but also to those serving in the military and to international students living in the U.S.

Campus Locations

Stevens-Henager College

West Haven (Ogden) – Main

1890 South 1350 West

West Haven, UT 84401

Phone: (801) 622-1567

Fax: (801) 621-0853

Independence University – Branch

4021 South 700 East, Suite 400

Salt Lake City, UT 84107

Phone: (801) 290-3240

Fax: (801) 263-0345

Facilities

Independence University (Salt Lake City)

Independence University, a branch of Stevens-Henager College West Haven (Ogden), is located off a major freeway with easy access for students in the Woodlands office building complex that accommodates on-ground learning for our MBA program.

University students interact with instructors and classmates through an Online Learning Management System (LMS). Independence University uses the Canvas LMS platform. Canvas is a product of Instructure and is used extensively by public and private colleges across the United States. Canvas provides technical support 24 hours a day, 7 days a week, 365 days a year.

Accreditation – Independence University

Independence University® (IU) is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201. The ACCSC is listed as a nationally recognized accrediting agency by the United States Department of Education under the provisions of Public Law 82-550 and subsequent legislation that requires the evaluation of such agencies and issuance of an official list by the Department.

IU is approved by the Utah Department of Commerce, Division of Consumer Protection, and is exempt from registration with the Utah State Board of Regents, as allowed in section 53B-5-105-5.2e of the Utah Postsecondary Proprietary School Act, revised February 17, 2011. Stevens-Henager College campuses in Idaho are registered with the Idaho State Board of Education.

The Baccalaureate Degree Program in Nursing and the Master's Degree Programs in Nursing for Administration and Education at Independence University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Legal Control

Center for Excellence in Higher Education, Inc., an Indiana nonprofit corporation, legally controls Stevens-Henager College (including Independence University), CollegeAmerica (Arizona), CollegeAmerica (Colorado and Wyoming), and California College San Diego.

All colleges are affiliated. Officers at the corporation are Eric Juhlin, President; Todd Zywicki, Secretary and Treasurer. Directors are William C. Dennis, Todd Zywicki, Carl Barney, Eric Juhlin, Yaron Brook, Roy Hurd, and Ken Konesco.

Calendar

Students can generally begin classes at the University in any month of the year. Please see the detailed calendar on the last page of the catalog.

Program Modifications

The University prepares its students for employment in the technology, business, graphic arts, and medical communities. To best meet the needs of these employers, periodic revision of our courses and majors is necessary. The University therefore, reserves the right to add to or delete material from courses, alter program content, cancel a program if there is insufficient enrollment, and change faculty, as circumstances indicate.

Disaster Affecting the University's Operations

In the event of an "Act of God" affecting operations (e.g., fire, flood, hurricane, tornado, etc.), the University reserves the right to suspend training for a period not to exceed 90 days.

Disability Services

Philosophy

Students with disabilities have a right to reasonable accommodations.

What Is a Disability?

The Institution uses the definition of disability set forth in Section 504 of the Rehabilitation Act of 1973, which states that a disabled person is anyone who:

- ✓ Has a physical or mental impairment that substantially limits one or more major life activities;
- ✓ Has a record of such an impairment;
- ✓ Is regarded as having such an impairment.

Exceptions

Students with diagnosed alcohol or drug abuse qualify for services only when not actively engaged in the use of those substances. Individuals with temporary disabilities (e.g., having a broken arm, recovering from surgery) do not qualify under the law as someone with a disability, and as such, are not entitled to reasonable accommodations.

Eligibility for Services

In order to receive accommodations, students must meet the following criteria:

1. Have a documented disability (documentation must be supplied) that presents a significant barrier to the educational process, and
2. Request services from Disability Services through the Disability Services Coordinator.

Provisional eligibility, which allows students to receive limited services and accommodations, may be granted in the following situations:

3. The student provides documentation that is outdated or incomplete and is in the process of obtaining updated documentation, or
4. The student does not have ready access to required documentation, but provides some other form of legitimate evidence of disability and the resulting limitations and agrees to provide the required documentation in a timely fashion.

Documentation Requirements

Students are required to provide the institution with medical or psychological documentation in order to receive accommodations. All medical information received by the Institution remains confidential and is released to other Institution personnel only with the student's written permission. Specific documentation requirements may vary slightly depending on the disability. Generally, students should use the following guidelines in determining what constitutes adequate documentation:

- ✓ Statement of disability, including diagnosis, instruments/ tests used to reach that diagnosis, and current medications (if any) used to treat the condition and their potential side effects, signed by a qualified medical/psychological professional;
- ✓ Statement of the current impact of the disability on academic performance;
- ✓ Recommendations for appropriate academic accommodations.

If the student's documentation is not current (within the last three to five years), or if the student has a learning disability and the most recent testing was prior to age 16, the student will be asked to seek more current testing and/or diagnostic information. This is to ensure that any accommodations made by the Institution are best suited to the student's current needs and/or level of functioning.

Accommodations

Students with disabilities are entitled to reasonable accommodations at the Institution. Institution management will determine what reasonable accommodations to provide based appropriate documentation that outlines the needs of the student and the demands of the course.

Title IX and VI of the Civil Rights Act

All educational institutions receiving federal financial assistance are required to comply with Title IX of the Educational Amendments of 1972 and Title VI of the Civil Rights Act of 1964, whereby institutions do not discriminate on the basis of sex, race, color, or national origin in the educational programs or activities that they operate. The Institution admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The Institution is subject to these requirements and complies fully. The Campus Director is the coordinator at the Institution. All students, faculty, and administrative employees should refer any complaints of discrimination in writing to the coordinator's attention.

Vocational Rehabilitation Act

The Institution is an equal opportunity employer covered by Section 504 of the Vocational Rehabilitation Act of 1973 concerning non-discrimination under federal grants: Section 504. No otherwise qualified handicapped individual in the United States, as defined in Section 7(6) shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The Campus Director is the Institution's Equal Employment Opportunity Administrator. The Equal Employment Opportunity Administrator is responsible for ensuring that all applicants for admission are afforded equal opportunity in accordance with our EEO policy as well as supervising periodic reviews of our physical facilities and current policies, practices, and educational programs. In addition, the administrator is responsible for reviewing all complaints that allege discrimination of any sort.





Admissions Requirements

Applicants for admission must have graduated from an accredited high school, private secondary school, or have completed the equivalent (GED, HiSET, or TASC). High school transcripts in a foreign language must be translated and evaluated by a credential evaluation service for equivalency. Applicants must pay tuition in advance if they do not qualify for financial assistance programs.

Admissions Requirements – Online Programs

All applicants are required to complete an assessment (SmarterMeasure Online Readiness Assessment) with a passing score of 70% or higher for the technical competency portion of the assessment. All portions of the assessment must be completed prior to acceptance.

Applicants who fail to meet the minimum score may take the SmarterMeasure assessment twenty-four hours or later after the first attempt. If the applicant fails to achieve the minimum score (70%) after two attempts, the applicant must wait 30 days before he/she can retake the assessment. If the applicant fails to meet the minimum score for a third time they must wait 120 days (from first attempt) to make another attempt.

Applicants must also complete an Early Admissions Course (EAC). Applicants must submit nine required components and score 100% on the University and Policy Quiz.

Additional Admissions Requirements - Medical Assisting AOS degree

All applicants seeking admission into the Medical Assisting program are required to have a submitted and approved background check prior to the end of the third week of the first module. The background check is required to ensure acceptance into an externship site (see Externship Requirements) and must be approved prior to the end of your first module.

Additional Admissions Requirements – Respiratory Care BS degree

To enroll in this program, applicants must have an associate's degree in

respiratory therapy from a Commission on Accreditation for Respiratory Care (CoARC) accredited program or possess a related associate's degree in either a life science (biology), physical science (chemistry, physics, or earth science) or healthcare.

Prospective students must also have completed a minimum of 21 quarter credits of general education. Semester hours will be converted to quarter credit hours using the standard formula of semester hours x 1.5 = quarter credit hours.

Additional Admissions Requirements – Nursing BS degree

Students seeking admission to the Bachelor of Science in Nursing program must hold a valid Registered Nurse license that is current, unsanctioned, or limited and shall have completed sufficient college credit to attain the equivalent of third-year college status (e.g., 60 semester credit hours or 90 quarter credit hours) or be concurrently enrolled in an associate's degree level nursing program. Prospective students must also have completed a minimum of 22.5 quarter credits of general education. Semester hours will be converted to quarter credit hours using the standard formula of semester hours x 1.5 = quarter credit hours. For example: 3 semester hours equal 4.5 quarter credit hours.

Admissions Procedures

To apply for enrollment, the student submits the completed application to the Director of Admissions. The student should also request that a high school transcript or a copy of a high school diploma, or a GED, HiSET, or TASC for an associate's or bachelor's degree, be sent to the Director of Admissions. A foreign graduate must provide a translated and evaluated copy of a transcript. Applicants also may call, fax, or write the Admissions Department to request an application.

Upon completion of the application and an interview with an Admissions staff member, the Director of Admissions will review the applicant's goals. If it is determined that the applicant's educational and career goals are

not aligned with the institution's mission, the college may deny admission.

Delivery Systems

Consortium and Articulation Agreements between Affiliated Schools

The Center for Excellence in Higher Education (CEHE) group of schools, including Independence University, CollegeAmerica, Stevens-Henager College, and California College San Diego, has consortium and articulation agreements in place that allow students enrolled at one campus ("home campus") to concurrently take courses from any of the CEHE group of schools. All courses, grades, and attendance are recorded at the students' home campus. Students must take at least 50% of their courses in a program at their home campus.

Undergraduate students need access to a computer and Internet service. Undergraduate students enrolling for the first time at the Institution are provided with a tablet and/or laptop computer that is loaded with Microsoft Office to use during their program enrollment. Undergraduate students are also provided with any software required in their program as needed.

Students enrolled in graduate level programs need access to a computer and Internet service, appropriate word processing and presentation software to complete course assignments will be provided.

Fully Online Delivery

All distance-learning students enrolled in fully online courses will perform all assignments and exams online to complete each course. The instructor and the Dean, in order to ensure appropriate educational outcomes, will monitor these graded activities.

The Internet method of delivery requires students to complete the distance course materials in a timely manner. A student will be permitted one module to complete a course. Competency in the course will be determined through assignments and testing. Electronic libraries, communication tools, and curriculum/testing tools have been provided to enhance the distance-learning experience.

Fully Online Student Standards

The use of the following standards promotes student success. Students will experience a higher level of quality in their course work if these standards are followed.

1. Students must make available current contact information (including phone numbers and email

address) so that the course facilitator (instructor), other students, and administrators may make contact if needed.

2. Online students are expected to be self-directed. Students must organize their time, plan their course assignments and projects to meet due dates, communicate well, and seek other sources beyond the textbook to meet their learning goals.
3. Students are required to log into their courses and participate in discussions each week (see section on attendance) of the module. Student should expect an average of 5 hours of out-of-class course activities each week for each credit of online coursework. Students should allow plenty of time to complete course academic requirements. The student should create a schedule and maintain that schedule to stay on track with his or her coursework. Consult the college catalog for course credits and hours.
4. Students are to post all weekly assignments and complete all course requirements by the designated due dates in the course outline. Students who have circumstances that prevent them from participating or completing an assignment on time must communicate with the course instructor.
5. Participation is documented through a variety of components. Of significant importance is participation and engagement with fellow students through the discussion forums. Discussion forums may be worth up to 20% of the overall course grade, and relies on completion of the required postings. Postings that are inappropriate or are of no academic substance will not be counted. Meaningful dialogue is the cornerstone of online learning.
6. Students are expected to provide specific feedback in the Course Evaluation at the end of each course. The institution welcomes candid and appropriate feedback from students.
7. Students are expected to utilize credible resources when researching subjects for course papers, projects, etc. Online library resources are available, including help from the college's librarian. Students are expected to use the college's library whenever possible.
8. Plagiarism and cheating are not tolerated.
9. Student complaints and grievances are addressed in accordance with the complaints and grievances procedures identified in the college catalog.

Student Online Attendance Requirements and Procedures

1. New students must log in regularly, participate in their course(s) a minimum of three times, and submit their completed assignment in the first week of the term or their enrollment will be terminated
2. It is required that students log in and participate each week. Students are required to participate in discussions each week of the module by posting a response to the questions posted by instructors. It is suggested that students check the threaded discussions on a daily basis to continue dialogue by responding to those who have posted to previous postings.
3. Students who are unable to meet the attendance requirements must communicate immediately with the instructor. Instructors may make provisions to accommodate students based on the circumstances. Special provisions will not be made for students who procrastinate.
4. Students not logging into class and participating in the course for 14 consecutive days will be dropped from school.
5. Online instructors may bring student attendance issues to the Provost for assistance in making contact with the student if the student is concurrently enrolled online and on-ground.

Student Guidelines and Procedures for Online Communication

1. Use inclusive language whenever communicating with others. A student must always communicate with best intentions and assume the same when another student communicates. The use of emoticons can be helpful.
2. Students must consistently practice excellent communication skills. Use resources to check word usage, grammar, punctuation, and capitalization. Strive for high-quality written work in the discussion area, assignments, projects, exams, etc. Students are required to use complete sentences and appropriate capitalization. Using all capitals or all lower case is unacceptable. It is strongly suggested that students type their discussion postings in Word, check for grammar and spelling, then paste them in the discussion area.
3. It's important for students to get introduced to their peers in each class. Make a point to get to know someone personally and academically. Make a point to include someone who appears to be "sitting on the sidelines." Ask for his or her opinion and promote meaningful discussion.
4. Instructors respond to student inquiries in 24-48

hours. If an instructor does not respond to a student, communication within 48 hours assume there is a technical problem. Try calling the instructor or the Help Desk.

Certifications and Licenses

The College's educational programs lead to knowledge and skills for a stated major. Certifications and licenses are generally issued by a public or private entity that may change their requirements for certification or licensure at any time. Therefore, the College cannot guarantee that its educational programs will necessarily be sufficient to obtain any certification or license issued by a public or private agency. Students should check with the state(s) where they are interested in working to determine certification and licensure requirements for that state. We encourage students to pursue certification and licensure and will reimburse students or graduates up to \$500 for the cost of certifications and licenses. The institution makes no representation that a student will be able to pass certification or licensing examinations or as to a specific outcome resulting from a student's successfully obtaining or passing a certification or license examination. Certification is available for the Medical Assisting programs through the National Certification and Competency Testing organization and the National Healthcareer Association. Certification for Computer programs are available through Prometric in Microsoft, Novell, Cisco, A+, Network +, Server +, Linux +, Mouse, Security+, and CEH (certified ethical hacking). Business program students may pursue Microsoft Office Specialist certifications. An available certification for Bachelor's level business and accounting programs is QuickBooks.

Externship Requirements

Externships must be attended during normal office hours only, and students are responsible for transportation to the externship site. Students are not paid any salary or stipend during an externship. Some employers may make an offer of employment at the end of the externship, but employment is not guaranteed. Externships are assigned by the campus.

Although the Institution tries to take into consideration specific location and/or skill preferences, externship sites are assigned based on availability. Continuing availability may be compromised due to certain factors beyond the institution's control, including local economic conditions, state regulatory actions, failure of students to attend externships or meet site guidelines, and unreasonable student demands for alternative sites. Students must comply with any and all conditions prescribed by the sites, the institution, the state, accrediting body, or any other third party regarding attendance, conduct, and participation at the sites. If an extern is dismissed from



more than one site, the extern will then be responsible for securing a new site.

There may be situations where a student desires a specific certification following graduation that requires the completion of externship hours or clinical work beyond what is offered in the program. The Institution will assist the graduate with these requirements but makes no promise or guarantee as to the availability of additional externship sites or clinical opportunities.

If you have prior misdemeanor or felony convictions, you may be subject to denial of externships, employment opportunities, and/or professional licensure. You are advised that, in order to comply with clinical or employment requirements, you may be required by some hospitals or businesses to undergo a criminal background check and/or drug screening.

Independence University Residency Program for Associate of Occupational Studies Degree - Medical Assisting: – All Medical Assisting students will be required to complete a weekend Residency program prior to starting clinical hours for the Externship (EXT 101) course. The Residency program

will be completed in person at a location and on a date chosen by the University. This Residency program will be completed with peers under faculty supervision and will grant partial credit for the Externship EXT 101 course.

Essential clinical skills covered in Residency workshop will include (but are not limited to) the application of skills learned through class such as: drawing blood, taking and recording vital signs, giving injections and basic lab procedures. The Residency program will be conducted periodically throughout the year and scheduled over a weekend from Friday to Sunday. The University will provide air travel, accommodations, ground transportation at the residency location, and meals. Students will be responsible for incidental costs and transportation to and from the departing airport.

Directed Study

In the event that a course is not available at the time a student needs a particular course to stay on track for graduation or if circumstances occur that the student must be temporarily but unavoidably absent due to such things

Tuition and Fees

No out-of-state tuition requirements apply.

Diploma Programs	
Business	\$16,000
* There is no Title IV funding available for this program.	
Associate's Programs	
	Total Tuition Charges (Based on # of quarter credits)
Business	\$39,425
Medical Assisting	\$42,940
Bachelor's Programs	
Accounting	\$74,700
Business Administration	\$74,700
Graphic Arts	\$74,664
Health Services Management	\$74,700
Cybersecurity and Networking	\$74,727
Software and Mobile Applications Development	\$74,520
Web Design and Development	\$74,700
Bachelor's Completion	
Nursing Completion	\$28,188
Respiratory Care Completion	\$28,224
Master's Programs	
Business Administration	\$29,160
Information Systems	\$29,160
Nursing Administration	\$29,064
Nursing Education	\$29,120

For active duty military personnel and their spouses, National Guard personnel and their spouses, military reservists and their spouses, and Department of Defense/Veteran Administration employees and their spouses and adult children, the regular tuition will be discounted across the board to a level that will be equivalent to \$250 per credit hour for all associate's, bachelor's, and master's programs. Those receiving this discount shall not be eligible to receive any scholarships offered by the Colleges.

Learning materials including e-books are loaned at no charge for all programs. The cost of uniforms and laboratory supplies for the health sciences programs are included in tuition.

In the event a check is returned for any reason, a \$35 charge will be made to the student's account. Refund calculations are complex. For further information and examples, read the catalog, and visit our Financial Aid office.

Financial Aid

Funding Tuition

The institution offers individual financial planning sessions for each student and family. The institution participates in the Title IV Federal Financial Aid Program that includes Federal Pell Grants, Federal Parent Loans for Undergraduate Study, the Federal Supplemental Educational Opportunity Grant, and the Federal Direct Student Lending program. All students must have an appointment with the Finance Department prior to starting school to arrange payment of tuition. Prospective students may request a Student Financial Aid Guide, a Financial Aid Consumer Information packet, and other pertinent information and forms from the Finance Department. Private loans, scholarships, and electronic tuition payments are available to students to cover the cost of tuition as listed below. The institution will work with any bank that the student wishes to use for student alternative private loans, in addition to those banks and programs listed below. Please see the local campus Financial Aid office for information about specific lenders.

Educational Plan: This convenient budget plan uses a payment plan to help a student meet educational expenses.

Monthly payments made to a student's account while in school will reduce the principal balance and future interest charges. Interest will begin to accrue 45 days after graduation; if a student withdraws, interest will start accruing 45 days after the withdrawal. A five percent discount is applied when a student pays in full for at least one academic year or more. This discount does not apply to monthly or partial payments and does not apply to employer reimbursements.

- A \$10 late fee will be assessed on accounts overdue more than 15 days.
- A \$35 fee will be assessed for each returned check.

Note: Any holder of a consumer credit contract is subject to all claims and defenses, which the debtor could assert against the seller of goods or services, obtained pursuant hereto or with the proceeds hereof. Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule effective 5/14/1976).

Scholarships and Grants

Application Requirements for Scholarships

Recipients must meet all admissions and financial requirements of the University for initial and continued enrollment. All scholarships include specific eligibility criteria and may be awarded only after application, determination of eligibility, and approval by the Institution.

A prospective student who is interested in applying for one of the scholarships will:

1. Complete a Scholarship Application Form
2. Sign an affidavit of eligibility
3. Submit an essay (approximately 500 words) on "How will earning a degree change my life?"

The requirements above apply to all scholarship programs except for the Academic, Bachelor's Degree, and Master's Degree scholarships which have their own application and selection criteria. To be considered for a scholarship or grant, the applicant must submit all of the required paperwork at least one week prior to the start of the prospective student's first module. The exceptions to this are applicants who are applying to the Bachelor's Degree Scholarship or Master's Degree Scholarship. Applicants to any of these scholarships have until the Friday prior to the start of the module to submit all the required application paperwork.

General Policies for Scholarships and Grants

Scholarships and Grants may only be awarded to new students. Exceptions to this are returning students who are moving up with Bachelor's or Master's degree programs.

A student may not receive multiple grants, scholarships, or a grant and a scholarship simultaneously from the institution; a student may only receive a single grant or a single scholarship from the institution at any given time. A student may have other external scholarships or grants in addition to the one awarded by our institution.

Scholarships and grants are non-transferable, apply to tuition only, and will not result in a cash payment to students. All scholarships and grants are waivers of tuition. The number of qualified applicants determines the total amount awarded by the campus in any academic year.

Available Scholarships

Bachelor's Degree Scholarship: A Bachelor's Degree Scholarship program is available for graduates of the Institution's Associate's degree programs. The scholarship award is \$5,000. In order to qualify, the applicant must have

graduated with an Associate's degree from the Institution with a 2.5 CGPA. Once awarded, a recipient has seven years from the time he/she graduated from the Associate's program to use the scholarship for one of our Bachelor's degree programs. To remain eligible for the Bachelor's Scholarship, a recipient must maintain a 3.0 cumulative GPA while in the Bachelor's program.

Master's Degree Scholarship: A Master's Degree Scholarship program is available for graduates of the bachelor's degree programs. The scholarship award is 50% of the cost of the master's degree program. In order to qualify, the applicant must have graduated with a bachelor's degree from one of our institutions with a 2.5 CGPA within three months before the Master's program start date. Once awarded, a recipient has one year from the time he/she graduated from the Bachelor's program to use the scholarship for one of our Master's programs. The tuition scholarship will be awarded upon graduation from the master's program.

To remain eligible for the Master's Scholarship, a recipient must maintain a 3.0 cumulative GPA while in the Master's program.

Grants

Family Grants: Family Grants will be awarded for 10% of the tuition remaining after transfer of credits if an applicant enrolls in a program offered by the Institution. The following criteria apply:

1. The Family Grant applies only to applicants who are immediate family members (father, mother, son, daughter, brother, sister, stepchild, spouse, or grandparent/grandchild) of either a graduate or a currently enrolled student.

The Family Grant may be awarded to non-immediate family members (aunts, uncles, cousins, nieces, nephews and in-laws) of a graduate or currently enrolled student in good standing with prior written approval of the Campus Director.

2. Family Grants are applied to the student's tuition in the first module of every term.
3. Every enrolling family member is granted the Family Grant in an amount representing 10% of tuition.
4. The grant may not be combined with other institution scholarships or grants.
5. The grant applies to tuition only and does not result in a cash payment to the student or the student's immediate family member. This grant is not transferable to non-family members and is a waiver of tuition. If a recipient

of the Family Grant withdraws or is terminated, he or she permanently forfeits the Family Grant award.

Clinical/Externship Sponsor Grant: Full-time employees of a clinical/externship sponsoring facility are eligible for a 33% tuition grant toward any currently offered degree program. A Clinical/Externship Sponsor Grant recipient must be a full-time employee of a sponsoring facility and must complete a clinical grant recipient disclaimer. The recipient remains eligible for the grant provided 1) he/she remains employed by the sponsoring facility and 2) the facility where the recipient works must remain a sponsoring facility. A grant recipient may transfer within our family of colleges or change programs but must still meet all eligibility requirements. The Clinical/Externship Sponsor Grant may not be combined with any other grant or scholarships offered by the institution, is nontransferable, applies to tuition only, and does not result in a cash payment to the student.

Tuition Discounts

Matching Funds

Matching funds are available for students employed by an organization that reimburses its employees for educational costs. A student is eligible for matching funds only after providing written evidence that the student is being reimbursed for educational costs during the time frame in which he/she is an active student at the institution. A student whose status with the institution is active or graduate and who is employed by the organization may receive an amount of up to \$5,000 for associate's degrees or bachelor's completion degrees, up to \$10,000 for bachelor's degrees, and up to \$3,000 for master's degrees. The matching funds allowance will not exceed the tuition reimbursement award of the employer and the maximum limit established by the institution. The matching funds will be posted to the student's account when the funds are received by the school and applied to the student's account up to the maximum limit. In the event that students transfer credits to the institution, the matching funds allowance will be reduced proportionally.

Refund Policy

All institutional refunds to students will be processed within 30 days of the Date of Determination of withdrawal. The Date of Determination is the earlier of:

- a. The date the institution receives notice from the student that he/she is withdrawing;
- b. The date the student's enrollment is terminated by the institution;

- c. For a student who withdraws without notifying the institution, 14 calendar days following the student's last documented date of attendance/participation.

Institutional charges upon withdrawal or termination during the first term of the first academic year:

1. If you terminate after midnight of the fifth day of classes, but before completing more than 10% of the term, you are responsible for 10% of the tuition, a \$150.00 administrative fee and the cost of any books not returned and uniforms issued.
2. If you terminate after completing more than 10% of the term but less than or equal to 25% of the term, you are responsible for 25% of the term's tuition, a \$150.00 administrative fee, and the cost of any books not returned and uniforms issued.
3. If you terminate after completing more than 25% of the term but less than or equal to 50% of the term, you are responsible for 50% of the tuition, a \$150.00 administrative fee, and the cost of any books not returned and uniforms issued.
4. If you terminate enrollment after completing more than 50% of the term but less than or equal to 75% of the term, you are responsible for 75% of the tuition, a \$150.00 administrative fee, and the cost of any books not returned and uniforms issued.
5. If you terminate enrollment after completing more than 75% of the term, you are responsible for all tuition and fees, a \$150.00 administrative fee, plus the cost of any books not returned and uniforms issued.

The following institutional charges apply upon withdrawal or termination during any subsequent term.

1. If you terminate during the first 25% of the term, you are responsible for 25% of the tuition, a \$150.00 administrative fee, and the cost of any books or computers not returned, and of uniforms issued.
2. If you terminate after completing more than 25% of the term but less than 50%, you are responsible for 50% of the tuition, a \$150.00 administrative fee, and the cost of any books or computers not returned, and of uniforms issued.
3. If you terminate after completing more than 50% of the term but less than 75%, you are responsible for 75% of the tuition, a \$150.00 administrative fee, and the cost of any books or computers not returned, and of uniforms issued.

4. If you terminate after completing more than 75% of the term, you are responsible for all tuition and fees, a \$150.00 administrative fee, plus the cost of any books or computers not returned and of uniforms issued.

Any credit granted for prior education or training shall not impact this refund policy. Refund calculations are complex. For further information and examples, visit the institution's Financial Aid Office.

Military Tuition Assistance Refund Policy

For any student withdrawing from the institution who is receiving Tuition Assistance (TA) from the Department of Defense, the institution will return any unearned TA funds on a proportional basis through the 60 percent portion of the academic term of the program for which the funds were provided. TA funds will be earned proportionally during an academic term with unearned funds being returned based upon when a student stops attending.

If a refund is owed, the institution shall pay the refund to the person or entity that paid the tuition within 30 calendar days after the date of determination of withdrawal.

The institution will calculate the student's TA eligibility based on the last date of attendance using the following formula:

Proportion of the Academic Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Withdraw prior to the program start	100% return of funds
Withdraw after completing 1 to 10% of the academic term	90% return of funds
Withdraw after completing 11 to 20% of the academic term	80% return of funds
Withdraw after completing 21 to 30% of the academic term	70% return of funds
Withdraw after completing 31 to 40% of the academic term	60% return of funds
Withdraw after completing 41 to 50% of the academic term	50% return of funds
Withdraw after completing 51 to 59% of the academic term	40% return of funds
Withdraw after completing at least 60% of the academic term	No return of funds

Return of Title IV Funds

If a student receives Title IV student financial assistance (Federal Pell Grants, Federal Supplemental Grants, Federal Family Education Loans), special rules apply when a student withdraws or is terminated. These rules are independent of the institution's refund policy. Thus, there may be cases in which the institution is required by the government to return Title IV funds even though such funds are needed to pay the student's institutional charges. In all cases, the student remains responsible for paying institutional charges as determined by the refund policy.

Earning and Returning Title IV Funds

Special rules apply for withdrawals and terminations when the student is a recipient of certain Title IV Federal Student Aid recipients. (Title IV aid includes Federal Pell Grants, Federal Supplemental Opportunity Grants, Direct Loans, and Federal PLUS Loans.)

Undergraduate programs use modules-within-terms for Financial Aid. Each term consists of four modules that are each 4-weeks in length. The academic year is considered to be two terms that are each 16 weeks in length. Each term is considered the payment period for Title IV funding.

For any student who withdraws during a payment period that begins after June 30, 2011 without completing all the days in the payment period, a Return to Title IV (R2T4) calculation must be performed according to Title IV regulations. If the student then re-enters prior to the end of that same payment period, the student is eligible to receive any funds for which the student was eligible prior to the withdrawal if the enrollment status supports those amounts, including any returned funds.

If a student officially withdraws or is terminated by the institution, the last date of attendance will be used to calculate both refunds and the return of Title IV Funds (if the latter is necessary). If a student stops attending and makes no formal withdrawal request the student will be withdrawn after 14 days of non-attendance/non-participation, and the last date of attendance will be used in all withdrawal calculations as the last date of the student's obligation.

The Return of Title IV, as defined by the 1998 Amendments to the Higher Education Act of 1965, applies to any student receiving federal financial aid and who withdraws on or before 60% of the calendar days to the end of the period of enrollment or payment period. The percentage of Title IV that has been earned is equal to the percentage of the payment period or period of enrollment that the student completed by the withdrawal date (documented last day of attendance/participation). If the withdrawal date is after the completion of more than 60% of the period of enrollment,

the student has earned 100% of the Title IV funds. If the amount of Title IV that the student has earned (as calculated) is less than the amount of Title IV that was disbursed, the difference must be returned within 45 days of the Date of Determination to the appropriate program. No additional disbursements will follow.

Refund Examples

Example: Assume that a first time enrollment student enrolled in a program and was charged \$150 in fees. The student's start date for the payment period was 1/28/13 with an end date of 5/16/13. The Institution determined that the student attended into module 2, LDA 2/28/13. The student's loans and grants were fully disbursed for the payment period.

The Institution terminated the student after 14 days of non-attendance, PELL was recalculated and unearned funds were returned.

Institutional Calculation

Loan Funds Disbursed	\$4,703.00
Amount Earned by the Student (29.4%)	\$893.00
PELL Funds Received for Full Time	\$2,775.00
Amount Earned by the Student (8 credits attempted: Below 1/2 time)	\$694.00



Total Unearned (Returned)	\$2,081.00
Student Tuition Charged	\$8,279.00
Less: 50% Tuition Refund	\$4,139.50
Plus Administrative Fees	\$150.00
Total Tuition and Fees Earned by College	\$4,289.50
Funds Retained by College	\$1,587.00
Balance Due College by Student	\$2,702.50

Refund calculations are complex. For further information and examples, contact our financial aid office.

Degree Programs

The University reserves the right to vary the order in which courses are offered within each program, to update and make changes to the subject matter, schedules, and course material, and to adjust the time scheduled for a curriculum. Such changes will not increase the total tuition beyond the amount stated in the Enrollment Agreement.

Course Codes

ACC	Accounting
APP	Computer Applications
BIO	Biology
BIS	Business Information Security
BUS	Business
CAP	Capstone
CMN	Communication
COT	Communications in Technology
CSS	College Success Strategies
DGD	Digital Graphic Design
ECN	Economics
ENG	English
ETH	Ethics
EXT	Externship
FIN	Finance
HCA	Healthcare Administration

HCS	Healthcare Science
HIM	Health Information Management
HIS	History
HRM	Human Resources Management
HSA	Health Services Administration
HSM	Health Services Management
HWP	Health & Wellness Promotion
ISS	Information Systems Security
MAN	Management
MAT	Mathematics
MBA	Master of Business Administration
MCS	Microcomputer Systems
MED	Medical
MIS	Management Information Systems
MKT	Marketing
MSC	Medical Specialties Clinical
NET	Networking
NUR	Nursing
OPS	Operating Systems
PHI	Philosophy
PHR	Pharmacy
PRG	Programming
PRO	Professionalism
PSY	Psychology
RAM	Research
RCM	Respiratory Care Management
RCP	Respiratory Care
SCI	Science
SOC	Sociology
STA	Statistics
VWD	Visual Web Design

Definition of Credit

Academic credit is measured in quarter credit hours. Credits are based on the amount of time students spend in class, in a laboratory setting, on an externship, or in a combination of the three. Additionally, credits are based on the amount of time students spend on out-of-class activities such as readings, research, writing papers, and/or working on assignments and projects.

Students are enrolled in classes every four weeks. A clock hour is equal to 50 minutes of instruction. One-quarter credit hour is equivalent to a minimum of 10 clock hours in class, 20 clock hours in a laboratory, or 30 clock hours devoted to an externship, or a combination of the three. Students are expected to spend two hours working on out-of-class activities for every one hour in the classroom. For example, if a student is scheduled for 10 hours of classroom instruction in a week, he or she would be expected to spend 20 hours working on out-of-class activities. Therefore, it is very important that students budget their time to allow for completion of supplementary learning activities to ensure success in their studies.

Course Numbering System

For undergraduate programs, courses numbered 100 to 299 are considered basic to the learning process of the student. Courses numbered 300 to 499 are generally considered upper-level work. Master's program courses are numbered 500 to 699.

General Education Courses

General education courses are:

BIO 111	Anatomy and Physiology
CMN 201	Communication and Public Speaking
CMN 205	Communication and Public Speaking
ECN 220	Economics
ECN 221	Economic Principles
ECN 225	Microeconomics
ENG 101	English Composition
ENG 105	English Writing Fundamentals
ENG 310	Advanced Interpersonal Communication

ENG 315	Advanced Interpersonal Communication
ETH 233	Ethics
HIS 220	American Civilization
HIS 225	American History
HIS 300	U.S. History Since the Civil War
MAT 220	College Algebra
MAT 225	College Algebra
PHI 210	Critical Thinking
PHI 310	Critical Thinking
PHI 315	Critical Thinking
PHI 400	Modern Issues in Ethics
PSY 220	Psychology
PSY 250	Positive Psychology
PSY 255	Psychology and Emotional Intelligence
PSY 400	Biological Psychology
RAM 110	Research Application Methods
SOC 220	Sociology
SOC 240	World Cultures
SOC 400	Sociology of Aging
STA 322	Statistics
STA 325	Statistics

Applied general education courses in Medical Assisting program (please see individual program listings for details):

MAT 120	Healthcare Calculations and Accounting
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School of **HEALTHCARE**

Associate of Occupational Studies:

Medical Assisting

Bachelor of Science:

Health Services Management

Bachelor of Science Completion:

Nursing

Respiratory Care

- Advanced Clinical Practice

Concentration

- Respiratory Care Management

Concentration

Master's Degrees: *

Nursing Administration

Nursing Education

*See Graduate Level Programs section for details.

Associate of Occupational Studies Degree

Medical Assisting

19 Months

The Medical Assisting AOS degree program is designed to provide the students the knowledge and clinical skills for gaining entry-level employment in a medical facility in both administrative and clinical areas. Specific training is provided in preparing instruments and materials, vital signs, phlebotomy, medication preparation and administration, clinical documentation and assisting the physician with exams and procedures. Training in computer and administrative skills is also provided as they pertain to electronic health records and medical office procedures. The student will be able to function independently with administrative duties as well as clinical duties and computer functions of the office.

PROGRAM OBJECTIVES:

Upon completion of this program students demonstrate the primary duties of medical assistants in the front-office administrative and back office clinical functions of a medical office, clinic, surgical center or hospital, which include:

- Completing patient history and measuring vital signs
- Assisting with patient examinations or treatments
- Giving patients injections as directed by the physician
- Collecting routine laboratory specimens and performing basic laboratory procedures
- Completing general medical office procedures including medical records and medical reception
- Demonstrating telephone techniques and communication skills

Course No.	Course Name	Credits
APP 110	Business Computer Fundamentals	5.0
CSS 105	Psychology of Motivation	5.0
CSS 295	Professional Development	5.0
EXT 101	Externship	5.0
MED 101	Medical Terminology	5.0
MED 110	Introduction to Healthcare, Documentation, Law, and Ethics	5.0
MED 121	Medical Asepsis and Electrocardiography	5.0
MED 130	Medical Front Office Procedures	5.0

MED 215	Medical Coding	5.0
MED 285	Musculoskeletal, Nervous, and Integumentary Systems	5.0
MED 286	Cardiac and Respiratory Systems	5.0
MED 287	Endocrine, Urinary, and Reproductive Systems	5.0
MED 288	Lymphatic, Immune, and Digestive Systems	5.0
MSC 295	Clinical Procedures	5.0
PHR 155	Pharmacology and Injections	5.0

General education courses:

CMN 205	Communication and Public Speaking	5.0
ENG 105	English Writing Fundamentals	5.0
PSY 255	Psychology and Emotional Intelligence	5.0

Applied general education courses:

MAT 120	Healthcare Calculations and Accounting	5.0
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TOTAL MINIMUM NUMBER OF CREDITS: 95

All students will be required to complete a weekend Residency program prior to starting clinical hours for the Externship (EXT 101) course. The Residency program will be completed in person at a location and on a date chosen by the University. The Residency prepares students with essential skills to complete the remaining hours of the Externship at a specific clinical site.

The externship in this program is a credit-earning course. Externship sites are assigned to students based on the availability of sites at the time of the course. All students must complete a 160-hour externship in order to graduate. Students will generally do their externship at a doctor's office, clinic, hospital, or other healthcare-related facility. This gives graduates exposure to working with patients or general medical procedures and practices, such as insurance, coding and billing, phlebotomy, etc. Although externships are not required by most states for subjects taught in the Medical Assisting program, they are a requirement for graduation.

The clinical site will be used for all necessary clinical rotations. Since continuity within clinical sites is of the utmost importance for student success, site changes should occur only under extenuating circumstances (for example,

if a student moves to another state or if another facility is needed to complete all procedural competency evaluations). IU does not guarantee immediate clinical placement in the event an additional clinical site is needed.

If a clinical site requests that a student be removed from the site, every effort will be made to secure another site if the reason for removal does not require that the student be dropped from the program. This may take some time, depending on the availability of a site within the student's immediate area. If a second clinical site requests that a student be removed from the site, the student will be dropped from the program.

Licensure or certification may be required for employment in some states for the graduates of this program. Please see employment requirements by state on our web site under consumer information: <http://www.independence.edu/consumer-information>.

Bachelor of Science Degree

Health Services Management

38 Months

Learn the principles and skills you need to successfully manage a healthcare department. This degree program covers a broad spectrum of administrative skills so that when you graduate, you will have the diversity and the experience needed to become an effective manager and stay at the top of your field.

Course No.	Course Name	Credits
ACC 220	Accounting I	4.5
APP 101	Computer Fundamentals	3.5
BIO 110	Human Anatomy and Physiology	4.5
BIO 120	Introduction to Medical Microbiology	4.5
BUS 215	Business Law	4.5
CMN 101	Communication Skills for the Workplace	4.5
CMN 110	Health Communications	4.5
CSS 101	Psychology of Motivation	4.0
FIN 231	Principles of Finance	4.0

HCA 375	Healthcare Financial Administration	4.0
HCA 432	Healthcare Economics and Policy	4.0
HCA 440	Legal and Ethical Aspects of Healthcare Administration	4.0
HCA 460	Health Facility Operations	4.0
HCA 462	Long-Term Care Administration	4.0
HCA 474	Senior Seminar	4.0
HSM 315	The American Healthcare System	4.5
HSM 335	Management in the Healthcare Industry	4.5
HSM 489	Practicum I	2.5
HSM 490	Practicum II	2.5
MAT 420	Statistics for Healthcare Professionals	4.5
MED 103IU	Medical Terminology for Healthcare Professionals	4.5
MED 230	Medical Insurance	4.5
MAN 331	Principles of Management	4.5
MAN 332	Human Resource Management	4.5
MAN 220	Project Management	4.5
MKT 351	Principles of Marketing	4.5
PHR 101	Introduction to Pharmacology	4.5
PHY 101	Introduction to Physics	4.5
PRO 212	Job Search Skills	1.0
SOC 110	Death and Dying	4.5

General education courses:

BIO 101	Introduction to Biology	4.5
CHE 101	Introduction to Chemistry	4.5

ECN 220	Economics	4.0
ECN 221	Economic Principles	4.0
ENG 101	English Composition	4.0
ENG 310	Advanced Interpersonal Communication	4.0
HIS 220	American Civilization	4.0
MAT 220	College Algebra	4.0
PHI 210	Critical Thinking	4.0
PHI 400	Modern Issues in Ethics	4.0
PSY 105	Introduction to Psychology	4.5
PSY 220	Psychology	4.0
SOC 220	Sociology	4.0
STA 322	Statistics	4.0

TOTAL MINIMUM NUMBER OF CREDITS: 180.0

General education courses may be substituted provided that (i) the substituted course is at the same level as the course it is replacing, and (ii) each program contains a mathematics, writing and speech general education course.

All colleges reserve the right to vary the order in which courses are offered within each program, and to adjust the time scheduled for a curriculum. Such changes will not increase the total tuition beyond the amount stated in the Enrollment Agreement.

Bachelor of Science Completion Degree Nursing

24 Months

The Registered Nurse upgrade to a Bachelor of Science in Nursing program prepares registered nurses (RNs) to meet the many changes in the healthcare field by expanding and enhancing their nursing education. Available only to registered nurses, this program prepares graduates for leadership roles and graduate study in nursing. The graduate is prepared to utilize theory and research-based knowledge in the provision of care to clients, families, and communities in a global society, with flexibility to adapt to the changing nature of healthcare and healthcare roles. The graduate is also prepared to integrate care across multiple settings, managing interactions between and among components of the integrated network of healthcare services. The graduate will be prepared for positions in community-health clinics,

private practice, hospitals, and patient-care facilities.

Associate of Nursing Degree students from affiliated schools may be enrolled concurrently.

Course No.	Course Name	Credits
HCA 300	The Healthcare System	4.0
MAN 444	Human Resource Management	4.0
NUR 302	Professional Role Development	4.0
NUR 303	Theoretical Foundations in Nursing	4.0
NUR 304	Health Assessment	4.0
NUR 305	Health Promotion and Disease Prevention	4.0
NUR 306	Pharmacology	4.0
NUR 307	Community and Family Health	4.0
NUR 308	Concepts of Professional Nursing	4.0
NUR 401	Psychological Aspects of Illness and Disability	4.0
NUR 402	Critical Issues in Nursing	4.0
NUR 403	Nursing Informatics	4.0
NUR 404	Instructional and Evaluation Methods of Nursing Education	4.0
NUR 405	Nursing Management and Leadership	4.0
NUR 406	Managed Healthcare	4.0
NUR 407	Utilization Management	4.0
NUR 408	Legal and Ethical Aspects of Healthcare Administration	4.0
NUR 409	Evidence-Based Practice	4.0
NUR 412	Introduction to Nursing Research	4.0
NUR 413	Nursing Practicum	4.0
NUR 490	Capstone Project	4.0

General education courses:

ENG 310	Advanced Interpersonal Communication	4.0
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HIS 300	U.S. History Since the Civil War	4.0
MAT 220	College Algebra	4.0
PHI 310	Critical Thinking	4.0
PHI 400	Modern Issues in Ethics	4.0
PSY 400	Biological Psychology	4.0
SOC 400	Sociology of Aging	4.0
STA 322	Statistics	4.0

TOTAL MINIMUM NUMBER OF CREDITS: 116.0

General education courses may be substituted provided that the substituted course is at the same level as the course it is replacing.

All colleges offer a choice of programs and majors designed to prepare students for a particular career in the fields of healthcare and modern business.

Additional programs are offered at affiliated colleges. See the program descriptions in this catalog for further information.

All colleges reserve the right to vary the order in which courses are offered within each program, and to adjust the time scheduled for a curriculum. Such changes will not increase the total tuition beyond the amount stated in the Enrollment Agreement.

Bachelor of Science Completion Degree

Respiratory Care

with an Advanced Clinical Practice Concentration or Respiratory Care Management Concentration

20 Months

The Bachelor of Science in Respiratory Care degree with the choice of concentration in Clinical Practice or Management provides students with the necessary skills to advance into a supervisory/management, patient education, clinical specialist, case management, or advanced clinical practitioner position in various healthcare facilities (such as hospital, clinic, medical office, home care, or LTC) or in an environment specific to the field of respiratory care. The curriculum contains information on management, advanced clinical care, and current issues and trends in healthcare, exposing students to the latest developments in respiratory care. The program includes a general education component, a foundation in cardiopulmonary sciences, and coursework in the respiratory care specialties of acute and critical care, emergency care, perinatal and pediatrics, research and evidence based medicine (EBM), patient education, case

management and cardiopulmonary diagnostics.

Admissions requirements for this program are listed in the Admissions section of this catalog.

Course No.	Course Name	Credits
RCP 300	Introduction to Healthcare Research	4.5
RCP 320	Healthcare Research in Practice	4.5
RCP 330	Health Professional as Educator I	4.5
RCP 335	Health Professional as Educator II	4.5
RCP 420	Principles and Practices of Disease Management	4.5
RCP 430	Case Management in Acute and Critical Care	4.5
RCP 440	Case Management across the Continuum of Care	4.5
RCP 450	Advances in Emergency Response and Preparedness	4.5
RCP 460	Advances in Critical Care Medicine	4.5
RCM 470	Respiratory Care Management Boot Camp	4.5

General education courses:

ENG 310	Advanced Interpersonal Communication	4.0
HIS 300	U.S. History Since the Civil War	4.0
PHI 310	Critical Thinking	4.0
PHI 400	Modern Issues in Ethics	4.0
SOC 400	Sociology of Aging	4.0
STA 322	Statistics	4.0

Advanced Clinical Practice Concentration education courses:

RCP 340	Advanced Patient Assessment	4.5
RCP 350	Advanced Cardiopulmonary Diagnostics	4.5
RCP 360	Advanced Cardiopulmonary Pathology I	4.5
RCP 365	Advanced Cardiopulmonary Pathology II	4.5

RCP 410	Advanced Neonatal-Pediatric Pathology	4.5
RCP 415	Advanced Neonatal-Ped Diagnostics/ Therapeutics	4.5

**Respiratory Care Management
Concentration education courses:**

RCM 300	Respiratory Care Management and Leadership	4.5
RCM 310	Respiratory Care Marketing and Strategic Planning	4.5
RCM 320	Respiratory Care Financial Management	4.5
RCM 340	Respiratory Care Information Systems	4.5
RCM 420	Respiratory Care in a Managed Care Environment	4.5
RCM 440	Managing Long-Term Care across the Continuum	4.5

TOTAL MINIMUM NUMBER OF CREDITS: 96.0



School of **BUSINESS**

Associate of Applied Science:
Business

Bachelor of Science:
Accounting
Business Administration
- Emphasis in Human Resources
- Emphasis in Marketing
- Emphasis in Technology

**Master of Business
Administration (MBA)***
- Emphasis in Entrepreneurship

Business Diploma

*See Graduate Level Programs
section for details.

Associate of Applied Science Degree

Business

NOT ACCEPTING APPLICATIONS AT THIS TIME

19 Months

The Business program prepares students for a variety of positions within a business setting. Due to the diversity of the program courses, the student will build a foundation in accounting, marketing, finance, management, and professional success. Objectives of the program are as follows: providing the student with an integrated understanding of business and economic concepts and how these concepts relate to business and social systems; the recognition of ethical responsibilities and accountability; the development of planning, decision-making, and other management functions; the capacity to implement and adapt to change; and development of analytic thinking and leadership style. Graduates are employed in entry level positions as bookkeepers, clerical assistants, and customer service professionals.

Course No.	Course Name	Credits
ACC 113	Introduction to Accounting & Workplace Relationships	5.0
ACC 114	Payroll Accounting & Human Resources and Policies	5.0
APP 110	Business Computer Fundamentals	5.0
APP 111	Practical Business Spreadsheets	5.0
CSS 105	Psychology of Motivation	5.0
CSS 295	Professional Development	5.0
FIN 235	Principles of Business & Personal Finance	5.0
HRM 211	Introduction to Human Resource Management	5.0
MAN 111	Introduction to Business & Job Search Skills	5.0
MAN 113	Management Principles & Professional Success	5.0
MAN 115	Marketing & Business Etiquette	5.0
MAN 215	Entrepreneurship, Motivation, and Leadership	5.0
MAN 234	Business Law and Ethics	5.0
MKT 235	Technology in Marketing and Branding Strategy	5.0

General education courses:

CMN 205	Communication and Public Speaking	5.0
ECN 225	Microeconomics	5.0
ENG 105	English Writing Fundamentals	5.0
MAT 225	College Algebra	5.0
RAM 110	Research Application Methods	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 95.0

Bachelor of Science Degree

Accounting

36 Months

The Accounting bachelor's degree prepares the graduate for entry into positions with public accounting firms and similarly challenging positions with private, governmental, and non-profit organizations. The objectives of the major are to provide the graduate with an understanding of business and financial concepts and how they relate to professional accounting and include the principles of federal taxation, auditing, and accounting for small business and corporations. Accounting graduates are employed in entry-level to mid-level positions as office manager, accounting specialist, accounting technician, or bookkeeper.

SOC codes: 13-2061, 13-2081

Course No.	Course Name	Credits
ACC 113	Introduction to Accounting & Workplace Relationships	5.0
ACC 114	Payroll Accounting & Human Resources and Policies	5.0
ACC 221	Fundamentals of Accounting	5.0
ACC 222	Computerized Accounting Systems	5.0
ACC 230	Managerial Accounting & Introduction to Cost Accounting	5.0
ACC 251	Individual Income Tax	5.0
ACC 300	Principles of Financial Accounting in Computerized Systems	5.0
ACC 325	Intermediate Accounting I - Revenue Recognition Principles	5.0
ACC 330	Intermediate Accounting II - Current & Fixed Asset Management	5.0
ACC 331	Intermediate Accounting III - Debt and Equity Accounting	5.0
ACC 355	Advanced Financial Statement Reporting & Analysis	5.0
ACC 401	Accounting for Business Combinations	5.0
ACC 402	Accounting for Partnerships	5.0
ACC 403	Accounting for Non-Profit & Government Organizations	5.0
ACC 452	Federal Income Tax for Organizations	5.0
ACC 460	Auditing Planning and Procedures	5.0
ACC 480	Research Capstone: IFRS & GAAP	5.0
APP 110	Business Computer Fundamentals	5.0
APP 111	Practical Business Spreadsheets	5.0
CSS 105	Psychology of Motivation	5.0
CSS 295	Professional Development	5.0

Bachelor of Science Degree Business Administration

36 Months

The Business Administration program prepares graduates for a variety of responsible managerial positions in both domestic and international firms. The objectives of the program are to provide a foundation in accounting, sales and marketing, operations management, human resource management and banking and finance and to provide the graduate with an integrated understanding of business and economic concepts and how they relate to the global economy. Business Administration graduates are employed in entry-level to mid-level positions as an office manager, account manager, small business developer, human resource assistant, or sales manager.

SOC codes: 11-1021, 11-2022, 11-3011, 11-3071, 11-9151, 11-9199, 13-1111

Course No.	Course Name	Credits
ACC 113	Introduction to Accounting & Workplace Relationships	5.0
ACC 114	Payroll Accounting & Human Resources and Policies	5.0
ACC 201	Accounting for Non-Accountants	5.0
APP 110	Business Computer Fundamentals	5.0
APP 111	Practical Business Spreadsheets	5.0
CSS 105	Psychology of Motivation	5.0
CSS 295	Professional Development	5.0
FIN 235	Principles of Business & Personal Finance	5.0
HRM 211	Introduction to Human Resource Management	5.0
MAN 111	Introduction to Business & Job Search Skills	5.0
MAN 113	Management Principles & Professional Success	5.0
MAN 115	Marketing & Business Etiquette	5.0
MAN 205	Supervision, Conflict, Negotiations, and Accountability	5.0
MAN 215	Entrepreneurship, Motivation, and Leadership	5.0
MAN 225	Project Management	5.0
MAN 234	Business Law and Ethics	5.0
MAN 235	Advertising Fundamentals & Strategies	5.0

FIN 235	Principles of Business & Personal Finance	5.0
MAN 111	Introduction to Business & Job Search Skills	5.0
MAN 113	Management Principles & Professional Success	5.0
MAN 215	Entrepreneurship, Motivation, and Leadership	5.0
MAN 225	Project Management	5.0
MAN 234	Business Law and Ethics	5.0

General education courses:

CMN 205	Communication and Public Speaking	5.0
ECN 225	Microeconomics	5.0
ENG 105	English Writing Fundamentals	5.0
ENG 315	Advanced Interpersonal Communication	5.0
HIS 225	American History	5.0
MAT 225	College Algebra	5.0
PHI 315	Critical Thinking	5.0
RAM 110	Research Application Methods	5.0
STA 325	Statistics	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 180.0

Forensic Accounting emphasis

The emphasis in Forensic Accounting prepares students to enter the accounting industry as fraud investigators and to assist in legal proceedings. Topics of discussion will include behavioral research, fraud examination, interview techniques and strategies, analyzing relevant criminal and civil laws and adherence to legislation and corporate governance. Possible areas of employment as a forensic accountant include private or governmental organizations, including law enforcement, the Federal Bureau of Investigation, the Department of Homeland Security, the Securities and Exchange Commission and state and local agencies.

Forensic Accounting education courses:*

ACC 361	Introduction to Fraud Examination	5.0
ACC 362	Legal Elements in Fraud Examination	5.0
ACC 461	Advanced Fraud Examination Techniques	5.0
ACC 462	Ethics, Compliance & Corporate Governance	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 180.0

*The Forensic Accounting courses replace the following courses: ACC 230, ACC 300, ACC 355, and ACC 452.



MAN 301	Business Communication	5.0
MAN 325	Operations Management & Problem Solving	5.0
MAN 336	Retail Marketing Organization and Processes	5.0
MAN 355	Strategic & Operational Management Planning	5.0
MAN 435	Sales & Customer Relationship Management	5.0
MAN 440	Organizational Design, Evolution and Change Management	5.0
MAN 445	Human Resources Standards, Strategy, and Management	5.0
MAN 455	International Business Management	5.0
MAN 499	Business Capstone	5.0
MKT 235	Technology in Marketing and Branding Strategy	5.0

General education courses:

CMN 205	Communication and Public Speaking	5
ECN 225	Microeconomics	5
ENG 105	English Writing Fundamentals	5
ENG 315	Advanced Interpersonal Communication	5
HIS 225	American History	5
MAT 225	College Algebra	5
PHI 315	Critical Thinking	5
RAM 110	Research Application Methods	5
STA 325	Statistics	5

TOTAL MINIMUM NUMBER OF CREDITS: 180.0

Human Resources emphasis

Students earning an emphasis in Human Resources will be prepared to apply business principles to the strategic function of human resources management. Topics for discussion include sourcing, recruiting, hiring, retention, talent mapping, training and developing employees, benefits and compensation policies, employment law, organizational development, and conflict resolution strategies. Possible areas of employment include entry-level positions such as human resource generalist, specialist positions in benefits, positions in staffing and recruiting, and human capital development and training.

Human Resources education courses:*

HRM 250	Workforce Management, Labor Issues & Dispute Resolution	5.0
HRM 340	Human Resource Training & Development	5.0
HRM 450	Compensation & Benefit Administration	5.0
HRM 460	Employee Recruitment & Retention	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 180.0

*The Human Resources courses replace the following courses: MAN 235, MAN 336, MAN 435, MKT 235

Marketing emphasis

Students earning an emphasis in Marketing will be prepared to apply the emerging technologies of social media to meet business goals. Topics of discussion will include emerging technologies, utilizing technologies for communication with internal and external stakeholders, leveraging the technology for sales and marketing purposes, and driving organizational and cultural change. Possible employment areas are expanded to include entry-level positions in retail product and services marketing, office management, advertising, or office administration.

Marketing education courses:*

MKT 260	Marketing Channels	5.0
MKT 340	Brand Marketing Strategy	5.0
MKT 350	Consumer Behavior	5.0
MKT 360	Content Marketing	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 180.0

*The Marketing courses replace the following courses: MAN 215, MAN 355, MAN 445, and MAN 455

Technology emphasis

Students earning an emphasis in technology will be prepared to apply technology skills to achieve business goals. Emphasis is placed on preparing students to become certified in computer applications, networking, maintenance, and security. Possible employment areas include business manager, office manager, IT manager, and service technician manager.

Technology education courses:*

BIS 250	Database Management	5.0
BIS 335	Computer Networks & Security	5.0
BIS 360	Data Communications & Management	5.0
BIS 400	Advanced Management of Information systems	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 180.0

*The Technology courses replace the following courses: MAN 235, MAN 336, MAN 435, and MAN 455

General education courses may be substituted provided that (i) the substituted course is at the same level as the course it is replacing, and (ii) each program contains a mathematics, writing, and speech general education course.

All colleges reserve the right to vary the order in which courses are offered within each program, and to adjust the time scheduled for a curriculum. Such changes will not increase the total tuition beyond the amount stated in the Enrollment Agreement.

Diploma Program

Business

8 Months

The Business program prepares students for a variety of entry-level business and retail positions. Due to the diversity of the program courses, the student will build a foundation in computer applications, basic accounting, marketing and business operations. Objectives of the program are as follows: providing the student with a basic understanding of how businesses operate and how to function in a business environment. Graduates are employed in entry-level positions as clerical assistants, administrative assistants, data entry, customer service and other business support service positions.



Please note: This program is available only to students who have previously enrolled in an associate's or bachelor's program and were unable to complete the program. Entry into this program requires a 2.0 cumulative GPA or an exception granted by the Re-Entry Committee.

This program is approved by ACCSC but is not eligible for Title IV funding.

Course No.	Course Name	Credits
ENG 105	English Writing Fundamentals	5.0
ACC 113	Introduction to Accounting & Workplace Relationships	5.0
APP 110	Business Computer Fundamentals	5.0
APP 111	Practical Business Spreadsheets	5.0
CSS 295	Professional Development	5.0

MAN 111	Introduction to Business & Job Search Skills	5.0
MAN 113	Management Principles & Professional Success	5.0
MAN 115	Marketing & Business Etiquette	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 40.0



School of **TECHNOLOGY**

Bachelor of Science:
Cybersecurity and Networking
Software and Mobile Applications
Development

Master's Degrees:*
Information Systems

*See Graduate Level Programs
section for details.

Bachelor of Science Degree

Cybersecurity and Networking

36 Months

The Bachelor of Science in Cybersecurity and Networking is designed to graduate a computer-science professional whose diverse practical and theoretical knowledge will guide the future of networking and information-systems security in business and industry. Objectives of the program are to ensure competencies at complex levels of computer information systems operations, administration, and management, including networking, database management, client interface, information security, and information protection. Cybersecurity and Networking graduates are employed in entry-level to mid-level positions as network administrators, project managers, systems analysts, security experts and entrepreneurs

Course No.	Course Name	Credits
APP 110	Business Computer Fundamentals	5.0
CAP 495	Capstone	5.0
CSS 105	Psychology of Motivation	5.0
CSS 295	Professional Development	5.0
ISS 225	Computer Law	5.0
ISS 315	Information Security Management	5.0
ISS 325	Ethical Hacking	5.0
ISS 335	Threat and Defense Mechanisms	5.0
ISS 425	Cryptographic and Cipher Technologies	5.0
ISS 430	Computer Forensics	5.0
MCS 100	Introduction to Hardware and Firmware	5.0
MCS 105	Introduction to Operating System Installation and Configuration	5.0
MCS 200	Introduction to Server Administration	5.0
MCS 300	Advanced Server Administration	5.0
NET 100	Introduction to Networking Concepts	5.0
NET 105	Intermediate Networking Concepts	5.0
NET 220	Introduction to Security Concepts	5.0
NET 225	Intermediate Security Concepts	5.0
NET 300	Network Communications: Architecture, Structure, and Functions	5.0

NET 305	Network Communications: Small Networks	5.0
NET 320	Cloud and Mobile Computing Concepts	5.0
NET 400	Network Communications: Large Networks	5.0
NET 405	Network Communications: WAN Technologies	2.5
NET 410	Network Communications: Network Services	3.0
NET 420	Information Storage	5.0
OPS 105	Introduction to Operating Systems	5.0
OPS 110	Linux Operating Systems I	5.0
PRG 105	Technical Project Management	5.0

General education courses:

CMN 205	Communication and Public Speaking	5.0
ECN 225	Microeconomics	5.0
ENG 105	English Writing Fundamentals	5.0
ENG 315	Advanced Interpersonal Communication	5.0
HIS 225	American History	5.0
MAT 225	College Algebra	5.0
PHI 315	Critical Thinking	5.0
RAM 110	Research Application Methods	5.0
STA 325	Statistics	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 180.5

General education courses may be substituted provided that (i) the substituted course is at the same level as the course it is replacing, and (ii) each program contains a mathematics, writing and speech general education course.

Bachelor of Science Degree

Software & Mobile Applications Development

36 Months

The bachelor's degree program in Software and Mobile Applications Development prepares graduates to gain the skills necessary to succeed in the field of developing desktop, web, and mobile applications, using several programming languages, and using the systems development life cycle. Students learn to develop, create, and modify general computer applications software or specialized

utility programs, analyze user needs and develop software solutions, and design software or customize software for client use with the aim of optimizing operational efficiency and user experience. Graduates will also be able to analyze and design databases, working individually or coordinating database development as part of a team, and supervise computer programmers. Possible employment areas include entry-level to mid-level positions as a software engineer, software developer, web developer, mobile applications developer, computer programmer, project manager, database administrator, data analyst, or entrepreneur

Course No.	Course Name	Credits
APP 110	Business Computer Fundamentals	5.0
CAP 495	Capstone	5.0
CSS 105	Psychology of Motivation	5.0
CSS 295	Professional Development	5.0
ISS 295	Computer Law	5.0
ISS 225	Introduction to Operating Systems	5.0
PRG 105	Technical Project Management	5.0
PRG 110	Programming Logic and Design	5.0
PRG 115	Web Development Foundations	5.0
PRG 150	Introduction to SQL	5.0
PRG 210	Introduction to C++	5.0
PRG 215	Introduction to C#	5.0
PRG 245	Database Programming	5.0
PRG 255	HTML and Java Script Essential Training	5.0
PRG 300	Software Testing	5.0
PRG 306	Web and Software Security	5.0
PRG 311	Introduction to ASP .NET	5.0
PRG 315	Systems Analysis and Design	5.0
PRG 316	User Interaction Design	5.0
PRG 320	Hypertext Preprocessor	5.0

PRG 325	Mobile Applications Development I	5.0
PRG 332	Mobile Applications Development II	5.0
PRG 345	Database Programming: PHP with MySQL	5.0
PRG 355	Web Project Workflows	5.0
PRG 411	Ruby on Rails	5.0
PRG 450	Object Oriented Programming I	5.0
PRG 455	Object Oriented Programming II	5.0

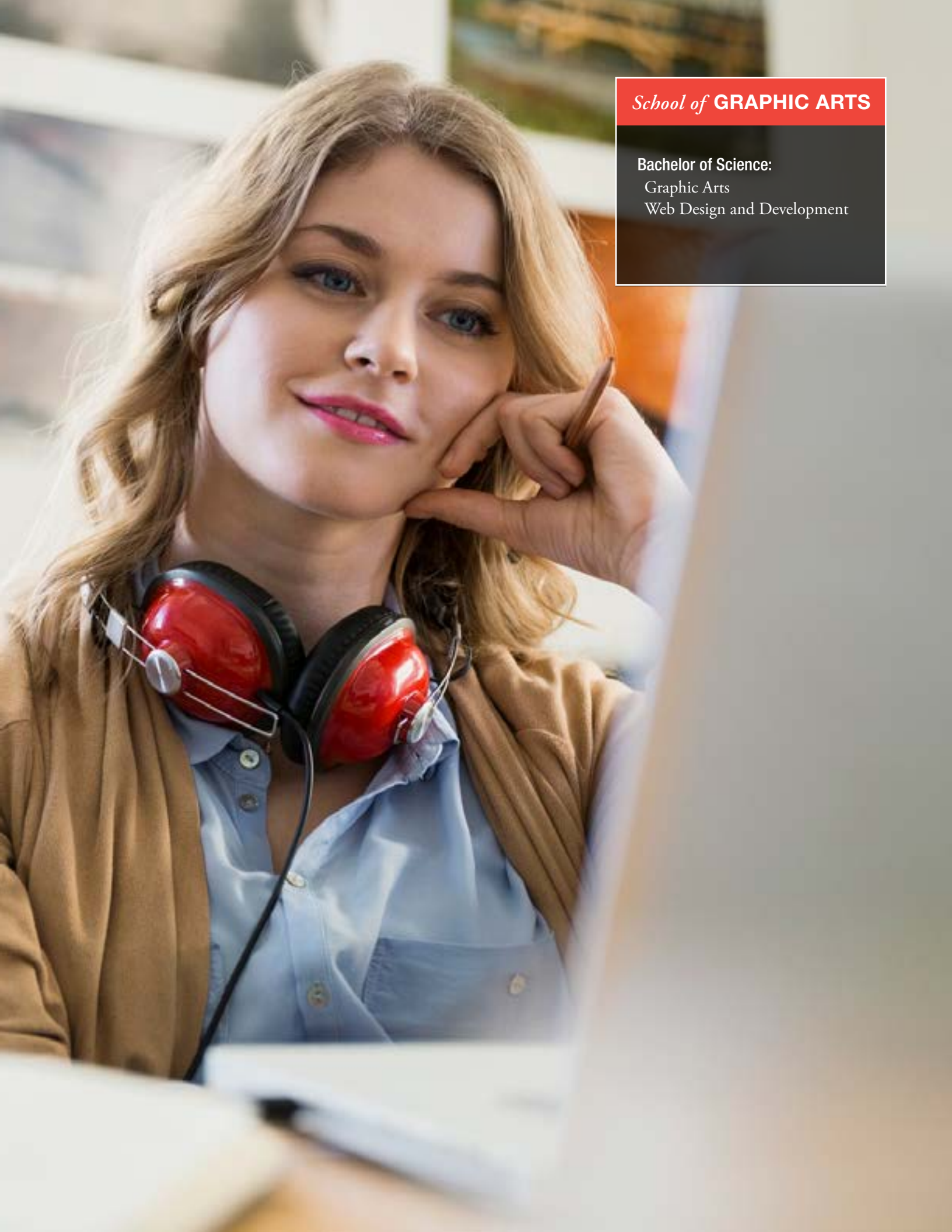
General education courses:

CMN 205	Communication and Public Speaking	5.0
ECN 225	Microeconomics	5.0
ENG 105	English Writing Fundamentals	5.0
ENG 315	Advanced Interpersonal Communication	5.0
HIS 225	American History	5.0
MAT 225	College Algebra	5.0
PHI 315	Critical Thinking	5.0
RAM 110	Research Application Methods	5.0
STA 325	Statistics	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 180.0

General education courses may be substituted provided that (i) the substituted course is at the same level as the course it is replacing, and (ii) each program contains a mathematics, writing and speech general education course.





School of **GRAPHIC ARTS**

Bachelor of Science:

Graphic Arts

Web Design and Development

Bachelor of Science Degree

Graphic Arts

37 Months

The Bachelor of Science in Graphic Arts degree prepares students to plan, analyze, and create visual solutions to communication challenges. The combination of the study of theory and a mastery of in-studio visual communication methods enables students to get messages across in print, electronic, and film media using a variety of methods, such as color, type, illustration, photography, animation, and various print and layout techniques. Graduates can seek employment in advertising agencies, design studios, publishing houses, or corporate-communication departments in entry-level positions as a graphic designer, a production artist for a design staff, a freelance designer, or as a junior art director

Course No.	Course Name	Credits
APP 110	Business Computer Fundamentals	5.0
CSS 105	Psychology of Motivation	5.0
CSS 295	Professional Development	5.0
DGD 101	Introduction to Digital Design Technology	5.0
DGD 104	Vector and Raster Design Tools	5.0
DGD 105	Page Layout and Typography I	5.0
DGD 106	Creative Design Process	5.0
DGD 140	Web Design I	5.0
DGD 160	Color Theory	5.0
DGD 204	Multimedia Design in Motion I	5.0
DGD 210	UX Design and Methodologies	5.0
DGD 220	Marketing and Brand Strategies I	5.0
DGD 230	Print and Digital Production Fundamentals	5.0
DGD 240	Client Management System Frameworks	5.0
DGD 260	Digital Imagery	5.0
DGD 265	Page Layout and Typography II	5.0
DGD 270	Multimedia Design in Motion II	5.0
DGD 275	Vector Illustration Design	5.0
DGD 299	Personal Branding and Marketing Strategies	5.0
DGD 305	Marketing and Brand Strategies II	5.0

DGD 310	Interactive Information Architecture	5.0
DGD 320	Icon Design	5.0
DGD 360	Advanced Digital Imagery	5.0
DGD 410	History of Communication Design	5.0
DGD 420	Multimedia Special Effect Design	5.0
DGD 450	Design Business Practices	5.0
DGD 490	Portfolio Preparation	3.0
MKT 235	Technology in Marketing and Branding Strategy	5.0

General education courses:

CMN 205	Communication and Public Speaking	5.0
ECN 225	Microeconomics	5.0
ENG 105	English Writing Fundamentals	5.0
ENG 315	Advanced Interpersonal Communication	5.0
HIS 225	American History	5.0
MAT 225	College Algebra	5.0
PHI 315	Critical Thinking	5.0
RAM 110	Research Application Methods	5.0
STA 325	Statistics	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 183.0

General education courses may be substituted provided that (i) the substituted course is at the same level as the course it is replacing, and (ii) each program contains a mathematics, writing and speech general education course.

All colleges reserve the right to vary the order in which courses are offered within each program, and to adjust the time scheduled for a curriculum. Such changes will not increase the total tuition beyond the amount stated in the Enrollment Agreement.

Bachelor of Science Degree

Web Design & Development

36 Months

This program is designed to teach students the skills needed to produce web applications, interactive presentations, mobile applications, and user interfaces in a growing diversity of consumer electronics by emphasizing both front-

end and back-end development. Students are required to conceptualize, code, and publish their own standards-based content for a variety of formats while working with the multiple languages used in interactive design. Employment areas include entry-level and mid-level positions in web design, mobile application design, e-learning, information design, consumer electronics development, and human/computer interaction (HCI) technologies

Course No.	Course Name	Credits
APP 110	Business Computer Fundamentals	5.0
CSS 105	Psychology of Motivation	5.0
CSS 295	Professional Development	5.0
DGD 104	Vector and Raster Design Tools	5.0
DGD 140	Web Design I	5.0
DGD 204	Multimedia Design in Motion I	5.0
DGD 210	UX Design and Methodologies	5.0
DGD 240	Client Management System Frameworks	5.0
DGD 260	Digital Imagery	5.0
DGD 270	Multimedia Design in Motion II	5.0
DGD 320	Icon Design	5.0
DGD 420	Multimedia Special Effect Design	5.0
DGD 450	Design Business Practices	5.0
MKT 235	Technology in Marketing and Branding Strategy	5.0
VWD 101	Introduction to Front End Web Development	5.0
VWD 190	HTML/CSS Basic Syntax and Structure	5.0
VWD 195	Scripting Languages I	5.0
VWD 210	Project Management for the Web Design Process	5.0
VWD 214	Database Building with MySQL	5.0
VWD 225	Server Side Scripting I	5.0
VWD 295	Animation Scripting	5.0
VWD 299	Personal Branding and Marketing Strategies for Web Design	5.0
VWD 320	Responsive Web Design	5.0
VWD 325	Server Side Scripting II	5.0
VWD 350	Creativity with HTML5 and CSS3	5.0

VWD 395	Scripting Languages II	5.0
VWD 490	Front End Web Design and Development Portfolio	5.0

General education courses:

CMN 205	Communication and Public Speaking	5.0
ECN 225	Microeconomics	5.0
ENG 105	English Writing Fundamentals	5.0
ENG 315	Advanced Interpersonal Communication	5.0
HIS 225	American History	5.0
MAT 225	College Algebra	5.0
PHI 315	Critical Thinking	5.0
RAM 110	Research Application Methods	5.0
STA 325	Statistics	5.0

TOTAL MINIMUM NUMBER OF CREDITS: 180.0

General education courses may be substituted provided that (i) the substituted course is at the same level as the course it is replacing, and (ii) each program contains a mathematics, writing and speech general education course.



Course Descriptions— Undergraduate Programs

Accounting

ACC 113 **5 Credits** **Introduction to Accounting & Workplace Relationships**

This course will introduce the concepts of debit and credit and the principles of double-entry accounting. Students will analyze common business transactions, properly record them, and utilize this data to create basic financial statements. Students will explore the concepts of empowerment and accountability in the workplace and are introduced to various careers in the field.

ACC 114 **5 Credits** **Payroll Accounting & Human Resources and Policies**

This course presents practical applications of payroll procedures and human resource policies. Topics include the methods of computing wages and salaries, computing withholdings, keeping records, and the preparation of various federal and state government reports. Students are introduced to the basic functions of the human resource department. (Prerequisite: ACC 113 or with the consent of the Dean.)

ACC 201 **5 Credits** **Accounting for Non-Accountants**

This course presents a background in accounting principles and practices necessary to operate a business. The double-entry accounting system will be introduced, and common transactions discussed. Students will prepare and analyze financial statements in decision-making and performance evaluation.

ACC 220 **4.5 Credits** **Accounting I**

This course provides an introduction to business accounting. Topics include accounting concepts and principles, financial statements, internal control design, and accounting for partnerships.

ACC 221 **5 Credits** **Fundamentals of Accounting**

This course completes the accounting cycle to include preparation of a trial balance, and recording adjusting and closing entries. Students

will explore accounts payable and accounts receivable topics and banking procedures. Students will explore financial statements and financial statement analysis.

ACC 222 **5 Credits** **Computerized Accounting Systems**

Students are introduced to computer-based accounting software including cloud-based options. This course provides a hands-on approach to learning how automated accounting systems function. Students will learn how to operate a computerized general ledger, accounts receivable, accounts payable, and payroll systems. Students will also learn how to create a company in QuickBooks Online, work with customers and vendors, and how to accurately compile banking records within the software.

ACC 230 **5 Credits** **Managerial Accounting & Introduction to Cost Accounting**

Covers the use of accounting data internally within a firm by managers in both manufacturing and non-manufacturing businesses. Teaches students to use accounting data for planning, controlling, and making decisions concerning the optimum allocation of the firm's financial resources. Students are introduced to process costing and job costing. Topics are discussed in the context of management decision-making tools. (Prerequisite: ACC 221 or with the consent of the Dean.)

ACC 251 **5 Credits** **Individual Income Tax**

This course addresses the individual Federal income tax structure. The course emphasizes individual and case studies that will provide a thorough understanding of the taxation laws, including discussion of state income tax laws and variations. Students learn the preparation of tax returns, supplemental forms, and schedules. (Prerequisite: ACC221 or with the consent of the Dean.)

ACC 300 **5 Credits** **Principles of Financial Accounting in Computerized Systems**

This course explores advanced computerized accounting skills using the computer-based accounting software systems. Students will apply prior computerized accounting skills to more advanced transactions of inventory, payroll, time tracking, reporting, and exporting data. (Prerequisite: ACC222 or with the

consent of the Dean.)

ACC 325 **5 Credits** **Intermediate Accounting I – Revenue Recognition Principles**

Examines earnings management techniques and the ethical issues within GAAP requirements. Discusses business operating cycle and the importance of cash control. Evaluates application of proper revenue recognition methods, including Financial Accounting Standards Board (FASB) and International Accounting Standards Board (IASB) approaches. (Prerequisite: ACC222 or with the consent of the Dean.)

ACC 330 **5 Credits** **Intermediate Accounting II – Current & Fixed Asset Management**

Introduces methods of valuation of inventory and the acquisition, depreciation, and disposal of long-term assets. Contrasts inventory valuation methods and their effect on financial statements. Examines valuation of noncurrent operating assets, off-balance sheet financing, and the use of equity and short- and long-term debt for financing. Discusses GAAP and IASB standards for asset impairment, fair valuation of assets. (Prerequisite: ACC222 or with the consent of the Dean.)

ACC 331 **5 Credits** **Intermediate Accounting III – Debt and Equity Accounting**

This course review corporate accounting topics include capital stock transactions, dividends, treasury stocks, and bonds. Students will discuss short-term and long-term debt including contingent liabilities. This course also covers the classification of capital or operating leases and procedures for lease accounting.

ACC 355 **5 Credits** **Advanced Financial Statement Reporting & Analysis**

Presents financial statement analysis, including comparative statements and ratio analysis. Covers the statement of cash flows. Examines financial reporting, including additional study of income statement, balance sheet, and statement of cash flows, as well as notes and disclosures to the financial statements required under Generally Accepted Accounting Principles (GAAP). Assesses a firm's financial strength through both ratio- and cash-flow data analysis. (Prerequisite: ACC 331 or with the consent of the Dean.)

ACC 361 **5 credits**
Introduction to Fraud Examination

Students will discuss the types of fraud schemes, both internal and external; fraud detection and prevention; and legal issues related to fraud investigation. This course will identify the steps of the fraud investigation process, how to recognize financial statement fraud, and how to deter future fraud by recognizing red flags.

ACC 362 **5 credits**
Legal Elements in Fraud Examination

This course discusses the fundamental legal aspects of a fraud examination. Students will identify the employees' rights during an investigation, the legal elements of fraud, and the legal issues surrounding investigation and obtaining information.

ACC 401 **5 Credits**
Accounting for Business Combinations

Focuses on financial accounting and reporting for business combinations including accounting for the combination, preparation of financial statements before and after the transaction, and accounting for the consolidated entity. Includes discussion of various types of mergers and acquisitions as well as the approaches to the accounting processes. (Prerequisite: ACC 331 or with the consent of the Dean.)

ACC 402 **5 Credits**
Accounting for Partnerships

Discusses partnership accounting, including partnership formation, operations, and ownership changes. Covers tax implications and liabilities, including personal liability. (Prerequisite: ACC 331 or with the consent of the Dean.)

ACC 403 **5 Credits**
Accounting for Non-Profit and Government Organizations

This course presents the unique characteristics of governmental and not-for-profit organizations and provides the basic conceptual foundation for understanding accounting and financial reporting practices. Grants, governmental funds, business-type funds, and fiduciary funds are discussed. The course presents financial reporting by state and local governments, governmental financial performance analysis, auditing procedures, and budgets and performance measurements. (Prerequisite: ACC 331 or with the consent of the Dean.)

ACC 452 **5 Credits**
Federal Income Tax for Organizations

This course studies Federal income tax law covering taxation of corporations, partnerships, estates, and trusts, and includes an introduction to tax research and planning. Covers the importance of tax consequences that attach to common business transactions and how the tax law alters behavior of business entities. (Prerequisite: ACC 331 or with the consent of the Dean.)

ACC 460 **5 Credits**
Auditing Planning and Procedures

Designed to acquaint the student with methods of verification, analysis, and interpretation of generally accepted auditing procedures and the mechanics of planning and implementing an audit and the preparation of audits. Provides the student information regarding the rapid and extensive changes confronting the accounting professional in the twenty-first century. Auditing theory and practice will be discussed with emphasis on professional and ethical responsibilities. (Prerequisite: ACC221 or with the consent of the Dean.)

ACC 461 **5 credits**
Advanced Fraud Examination Techniques

This course presents advanced techniques in planning, conducting and documenting interviews information gathering. Students will learn to identify and interpret verbal and nonverbal cues during interviews. Students will discuss gathering information through various interview techniques and computer forensics.

ACC 462 **5 credits**
Ethics, Compliance, & Corporate Governance

Students will also evaluate fraud risk through assessment, discuss key aspects of a fraud risk management program and the development of internal controls in anti-fraud programs. This course provides an overview of legislation enacted such as Committee of Sponsoring Organizations (COSO) internal control framework, the Sarbanes-Oxley Act, Statement on Auditing Standards No. 99 (SAS), and the role of the Public Company Accounting Oversight Board (PCAOB).

ACC 480 **5 Credits**
Research Capstone: IFRS & GAAP

This course provides a capstone experience by challenging students to identify accounting

issues, locate and research appropriate accounting concepts, standards, statements, pronouncements, or tax authorities, and then provide a thorough analysis in determination of an appropriate conclusion for the decision making process. Communication of research and analysis will require students to prepare organized and structured written papers utilizing appropriate APA format and then to present findings and conclusions to various audiences. (Prerequisite: Satisfactory completion of all general education and core courses or with the consent of the Dean.)

Biology

BIO 101 **4.5 Credits**
Introduction to Biology

This course provides an integrated exploration of the fundamentals of biology with an emphasis on the application of biology to human concerns. Topics include plants, animals, microbes, the nature and the origin of life, genetics, evolution, and ecology.

BIO 110 **4.5 Credits**
Human Anatomy and Physiology

This course explains the basic principles of anatomy and physiology with an emphasis on the relationship between structure and function of the human body, as well as the integration of systems to maintain homeostasis. This information contributes to the effective interaction with healthcare professionals and patients. This course includes information on all body systems along with the common conditions that affect them. An overview of the most common procedures performed to treat injury and illness will be discussed.

BIO 111 **4 Credits**
Anatomy and Physiology

This course introduces students to the structure and the function of the various body systems and how these systems interact and affect one another. Emphasis is placed on using the precise language of the body as it relates to everyday work in a medical environment. Topics include health and disease; senses; hormones; and the integumentary; skeletal; and nervous systems.

BIO 120 **4.5 Credits**
Introduction to Medical Microbiology

This course introduces students to the science of microbiology with an emphasis on the connection between microbiology and human health. Topics include the activities of bacteria, viruses, and other microorganisms, as well as

genetics, biotechnology, diseases, immunity, and ecology.

Business

BUS 215 **4.5 Credits** **Business Law**

This course introduces the multiple facets of business law including online commerce. Emphasis is placed on the basic concepts of how businesses are organized and operate within a legal environment.

Business Information Security

BIS 250 **5 credits** **Database Management**

This course introduces students to database design and creation. Emphasis is on data dictionaries, normalization, data integrity, date modeling, and creation of simple tables, queries, reports, and forms. The course presents the fundamental concepts and techniques in database use and development as well as provides a foundation for research in databases.

BIS 335 **5 credits** **Computer Networks & Security**

This course presents an introduction to the design and analysis of computer communication networks. Topics include application layer protocols, Internet protocols, network interfaces, local and wide areas networks, wireless networks, bridging and routing, and current topics. In this course, students will learn about network attacks and vulnerabilities as well as current defenses. Topics include cryptography, confidentiality and authentication protocols, botnets, firewalls, intrusion detection systems, and communication privacy and anonymity.

BIS 360 **5 credits** **Data Communications & Management**

In this course, students gain a practical understanding of relevant terminology, concepts and other information necessary to manage data communications. By the end of the course, students should be able to make intelligent decisions about the appropriate design, purchase, integration and use of data communication equipment and systems.

BIS 400 **5 credits** **Advanced Management of Information Systems**

This course helps students see the connection between information systems and business performance. The goal of the course is to enable students to assess the opportunities and problems that managers use to add value to their organizations. It also aims to help students understand transformational changes within and across industries.

Capstone

CAP 495 **5 Credits** **Capstone**

Students will prepare a formal project proposal and prepare the build foundation and framework in one of the following areas: database programming, web page programming, networking, information security, ethical hacking, or technology-based solutions. Once the proposal is approved, the student will submit an original paper of research and analysis utilizing appropriate APA format. Students will also deliver project build files to support the completion of the project. (Students may select an experiential learning opportunity with Dean approval of both a location and project.)

Chemistry

CHE 101 **4.5 Credits** **Introduction to Chemistry**

This course introduces the key concepts and methods of inorganic and organic chemistry with an emphasis on the relationship between chemistry and the environment, medicine, and the function of the human body. Students apply theoretical and practical chemistry to solve problems.

Communication

CMN 101 **4.5 Credits** **Communication Skills for the Workplace**

This course develops effective communication skills for success in the workplace. Emphasis is on building students' skills in areas such as writing letters, emails, memos, and reports; composing and delivering oral presentations; listening; working in groups; using positive emphasis; and revising.

CMN 110 **4.5 Credits** **Health Communication**

This course provides a research-based, thorough overview of health communication, balancing theory with practical advice that encourages students to develop their own communication skills. The major topics covered include the perspectives of the caregiver and the patient, culture's role in health and healing, the history of healthcare, current healthcare issues, diversity among patients, and the impact of technology on health communications.

CMN 201 **4 Credits** **Communication and Public Speaking**

This course focuses on the principles of effective public speaking and presentation. Emphasis is placed on Development, Preparation, Delivery, Presentation Aides, and Persuasive Speaking.

CMN 205 **5 Credits** **Communication and Public Speaking**

This course focuses on the principles of effective public speaking and presentation. Focus is on the preparation, presentation, and critique of various forms of oral communication. Emphasis is placed on development, delivery, presentation aids, and persuasive speaking.

Computer Applications

APP 101 **3.5 Credits** **Computer Fundamentals**

This course explores the introductory use of word processing, spreadsheet, and presentation applications. Students will learn computer skills, including document and spreadsheet creation and presentation techniques.

APP 110 **5 Credits** **Business Computer Fundamentals**

This course explores the introductory use of word processing, spreadsheet, and presentation applications. Students will learn computer skills, including document and spreadsheet creation and presentation techniques. Emphasis is on utilization of basic application skills to complete general business tasks.

APP 111 **5 Credits** **Practical Business Spreadsheets**

This course introduces students to the use of Excel as a business tool. The course will cover the use of Excel to sort and analyze basic research data. Students will be able to develop tables, graphs and charts, complete data analysis, and

understand the importance and use of Excel in their career. Emphasis on use of Excel to meet general business needs.

APP 126 **3.5 Credits**
Databases

This course introduces several current database software products and their use in business. Emphasis is placed on database terminology in the study of tables, queries, forms, and reports. Computations and expressions are used to perform database inquiries.

College Success Strategies

CSS 101 **4 Credits**
Psychology of Motivation

This course introduces students to the skills, characteristics, and habits that will help them be successful in a college environment and future careers. Such a desire for goal-oriented behavior is commonly referred to as motivation, and such motivation can propel students toward accomplishing their academic and vocational goals. Course topics include time management, problem solving, goal setting, career planning and preparation, and a range of additional student success strategies. Upon course completion, students will be more academically prepared in knowledge and practical training within an occupational area and also enhance their abilities to support their job searches and submit application documents.

CSS 105 **5 Credits**
Psychology of Motivation

This course introduces students to the skills, characteristics, and habits that will help them be successful in a college environment and future careers. Such a desire for goal-oriented behavior is commonly referred to as motivation, and such motivation can propel students toward accomplishing their academic and vocational goals. Course topics include time management, problem solving, goal setting, career planning and preparation, and a range of additional student success strategies. Upon course completion, students will be more informed and better prepared to progress in their programs and in their efforts to advance their desired career goals (i.e., students will be more academically prepared in knowledge and practical training within an occupational area and also enhance their abilities to support their job searches and submitting application documents such as

documents created using standard writing guideline formats. (Prerequisites: None.)

CSS 295 **5 Credits**
Professional Development

In this course, students apply the techniques and strategies learned within the Psychology of Motivation for more in-depth exploration of relevant employment resources, for the development of documents to submit in job application processes, including resumes, cover letters, reference letters, follow up correspondence, and other written communications. Through the course, students will enhance individual verbal communication and interview skills. Students will also learn how to prioritize job search activities, and to appropriately manage and organize relevant documents and records. Upon completion of this course, students will have completed a portfolio of resources and documents to support their current and future job searches and be more informed about the strategies and processes that can more effectively support such efforts.

CSS 298 **4 Credits**
Professional Development for Entrepreneurs

This course is a voluntary substitute for the CSS299 Professional Development course, with a focus on how to start and sustain a small business. Students will explore a broad range of legal, financial, and managerial skills needed for success in small business. Resources, including the Small Business Administration, will be presented and utilized in projects which will help students develop their own business plan. Students will work closely under the mentorship of the instructor. Students will also have the opportunity to assess their own preparation and passion for small business ownership. (Prerequisite: MAN210 or MAN215. Course substitution for CSS299, by permission of the Dean).

CSS 299 **4 Credits**
Professional Development

In this course, students apply the techniques and strategies learned within the Psychology of Motivation for more in-depth exploration of relevant employment resources, for the development of documents to submit in job application processes, including resumes, cover letters, reference letters, follow up correspondence, and other written

communications. Through the course, students will enhance individual verbal communication and interview skills. Students will also learn how to prioritize job search activities, and to appropriately manage and organize relevant documents and records. Upon completion of this course, students will have completed a portfolio of resources and documents to support their current and future job searches and be more informed about the strategies and processes that can more effectively support such efforts.

Communication in Technology

COT 320 **4 Credits**
Professional and Technical Communication I

This course introduces students to the nuances of professional and technical communication. Topics include the impact of medium on messages, rhetorical framing of documents, and audience analysis. Students will learn about comprehensive document creation focused on the whole text, medium, graphics, and context of a document.

COT 350 **4 Credits**
Technology in Communication

This course focuses on the changes taking place in the technologies of information production, distribution, storage, and display. Emphasis is placed on the interaction of these changes with legal, social, cultural, and communication systems. Students will be required to create and adapt written and graphic design strategies for various communication technologies, including evolving technologies.

COT 420 **4 Credits**
Professional and Technical Communication II

This course covers the advanced topics begun in COT 320. Students will refine their audience analysis skill and create professional and technical communication texts in specific areas of business, engineering, and science. Emphasis will be placed on the ethical issues in the field of professional and technical communication and how to resolve common ethical dilemmas. (Prerequisite: COT 320 or with the consent of the Dean.)

Digital Graphic Design

DGD 101 **5 Credits** **Introduction to Digital Design Technology**

This course introduces the digital tools used in visual communication. Students will learn the basic function and utility of industry-standard hardware and software. In addition, students will learn best practices in design workflow, including file organization, file management, time management, and system backup and maintenance.

DGD 104 **5 Credits** **Vector and Raster Design Tools**

This course introduces students to vector and raster design software. Focus will be on learning tools to create simple visual solutions to address a variety of communication challenges. (Prerequisite: DGD101)

DGD 105 **5 Credits** **Page Layout and Typography I**

This course introduces page layout fundamentals including typography, hierarchy, and grid systems. Students will learn to differentiate between various typographic styles and use digital technology to solve basic design problems regarding legibility, readability, and overall message clarity.

DGD 106 **5 credits** **Creative Design Process**

This course introduces students to design principles and the design process. Students will learn critical thinking skills and brainstorming techniques to apply visual concepts to create successful design projects.

DGD 140 **5 Credits** **Web Design I**

This course introduces web design principles and processes. Students will learn how to develop a web or application's visual layout, functionality, and features based on a client's needs to reach their target audience. Emphasis will be placed on principles of design, web color theory, and UX (User Experience) best practices to strategically attract, engage, and convert visitors.

DGD 160 **5 credits** **Color Theory**

This course introduces students to the different

color models used in graphic design production. Topics covered include how color evokes emotions and symbolism, and how to apply effective color schemes to connect and motivate the target audience. The basic color models covered are for primary usage in print and on screen.

DGD 204 **5 credits** **Multimedia Design in Motion I**

This course introduces the basic principles of movement in animation. Students will learn best practices in data visualization to create interactive media that targets the end user. Focus will be on creative spatial thinking practices that will produce engaging motion graphics.

DGD 210 **5 credits** **UX Design and Methodologies**

This course introduces user experience principles and basic human-computer interaction methodology. Students will learn how persona creation, audience demographic analysis, and prototyping can lead to more effective visual communication solutions.

DGD 220 **5 credits** **Marketing and Brand Strategies I**

This course introduces the basics of branding. Students will learn how to use their critical thinking skills to develop marketing material that supports an effective content strategy plan. Emphasis will be placed on marketing that targets print and interactive digital platforms. (Prerequisite: DGD106)

DGD 230 **5 credits** **Print and Digital Production Fundamentals**

This course provides an introduction to the process and materials used in digital and print production as well as package design. Students will learn to design appropriate layouts based on a variety of production parameters and industry requirements.

DGD 240 **5 credits** **Client Management System Frameworks**

This course focuses on the design and development process of creating a website using a Content Management System (CMS). Students will learn how to customize a web page built using a CMS. The focus will be placed on design, testing, and deployment utilizing industry standard frameworks to

produce functioning web pages and templates.

DGD 260 **5 credits** **Digital Imagery**

This course will further develop image manipulation skills and proficiency in using a raster based application. Focus will be on effective use of advanced tools utilizing non-destructive editing methods to create dynamic visual imagery. (Prerequisite: DGD104)

DGD 265 **5 credits** **Page Layout and Typography II**

In this course, students will refine their knowledge of composition and typography. Emphasis will be placed on developing concepts, designing compositions, and using type and layout harmoniously to create clear and engaging design solutions for various deliverables.

DGD 270 **5 credits** **Multimedia Design in Motion II**

This course focuses on advanced animation and interactive methods. Students will learn to think sequentially, and create timeline controls that enhance UX (User Experience) and UI (User Interface) to engage the end user in an animated project. (Prerequisite: DGD204)

DGD 275 **5 credits** **Vector Illustration Design**

This course provides students an opportunity to further develop their vector-based illustration skills. Students will create a variety of scalable illustrations for both print and web applications. Focus will be on high levels of creative concepts utilizing advanced techniques. (Prerequisite: DGD104)

DGD 299 **5 credits** **Personal Branding and Marketing Strategies**

This course provides an opportunity for students to reflect on past projects to determine strengths that will define future pathways for employment goals. Emphasis will be placed on developing a cohesive personal brand, and identify marketing strategies to target goals defined.

DGD 305 **5 credits** **Marketing and Branding Strategies II**

Students will design a brand-appropriate marketing system. Emphasis will be placed

on the process of market research, conceptual strategies, and the implementation of branding elements across both traditional and digital media outputs. (Prerequisite: DGD220)

DGD310 **5 credits**
Interactive Information Architecture

This course focuses on interaction, emphasizing how the design of interactive spaces can best support user engagement utilizing cutting-edge techniques. Students will use a variety of digital elements to create dynamic, interactive screen-based design artifacts.

DGD320 **5 credits**
Icon Design

This course focuses on symbol and icon development for universal multimedia application. Students will use semiotics to analyze how people extract meanings from visual elements, leading to an increased awareness of how targeted imagery can communicate multiple layers of information.

DGD360 **5 credits**
Advanced Digital Imagery

This advanced raster imaging course focuses on professional techniques in image manipulation. Students will learn to work in 3D creating lifelike objects, environments, and scenarios.

DGD410 **5 credits**
History of Communication Design

This course identifies design trends from history. Emphasis is on learning how past trends influence and define current and future progression of design movements in visual communication.

DGD420 **5 credits**
Multimedia Special Effect Design

This course will focus on fundamental concepts and features to create motion graphics and visual effects. Students will learn to use 2D and 3D tools for compositing, animation, and effects to create or customize digital media.

DGD450 **5 credits**
Design Business Practices

This course focuses on an overview of the different settings in which designers work and the personal communication skills necessary to succeed when working with employers or directly with clients. Topics covered include

best practices in time management skills, and design workflow. Emphasis will cover the pros and cons and various aspects of self-employment vs. working for someone else.

DGD490 **3 credits**
Portfolio Preparation

In this portfolio course, students will revise pieces completed over their degree journey to a professional level. Emphasis will be placed on preparing to enter the job market by refining their personal brand and skillset, building up networking strategies and honing interviewing skills.

Economics

ECN 220 **4 Credits**
Economics

This course covers basic microeconomic concepts. Topics include recession and depression, the circular flow of production and consumption, the role of the market in the economy, wage and price movements, and other key points.

ECN 221 **4 Credits**
Economic Principles

Basic course in macroeconomic concepts. Topics include inflation, the cause and effects of interest rates, the dollar and the foreign trade deficit, productivity growth rate, and the federal budget deficit.

ECN 225 **5 Credits**
Microeconomics

This course covers basic microeconomic concepts. Topics include recession and depression, the circular flow of production and consumption, the role of the market in the economy, wage and price movements, the functions of markets in capitalism, and government interference in free markets. Emphasis is placed on students acquiring the critical thinking skills of economics.

English

ENG 101 **4 Credits**
English Composition

This course focuses on the principles of effective English composition with a comprehensive review and reinforcement of language arts skills. Emphasis is placed on the four essentials of writing: unity, support, coherence, and sentence skills. Practice in proofreading, editing, revision, and clear thinking is

incorporated throughout the course.

ENG 105 **5 Credits**
English Writing Fundamentals

This course focuses on the principles of effective English composition with a comprehensive review and reinforcement of language arts skills. Emphasis is placed on the four essentials of writing: unity, support, coherence, and sentence skills. Practice in proofreading, editing, revision, and clear thinking is incorporated throughout the course.

ENG 310 **4 Credits**
Advanced Interpersonal Communication

This course is designed to provide students with the skills they need to be effective communicators. Students will apply interpersonal communication skills theory to various situations in order to understand the clear connections between theory, skills, and life situations they will encounter.

ENG 315 **5 Credits**
Advanced Interpersonal Communication

This course is designed to provide students with the skills they need to be effective communicators. Students will apply interpersonal communication skills theory to various situations in order to understand the clear connections between theory, skills, and life situations they will encounter.

Ethics

ETH 233 **4 Credits**
Ethics

This course is a study of ethics that is relevant to real-life work situations, introducing straight talk about ethics in the workplace. Students will develop a foundation of ethical theory, prescriptive and psychological approaches to ethical decision-making, and acceptable behaviors. The areas of ethics and the individual, managing ethics in the organization, and organizational ethics and social responsibility are examined.

Externship

EXT 101 **5 Credits**
Externship

The student performs a 160-hour externship at an approved location and is supervised by the

on-site professional(s) assigned to the student and by the instructor from the College. During the externship, the student gains proficiency to an employee-acceptable level in the specific program he or she is studying. All hours are volunteered and no remuneration is allowed. (Prerequisite: Satisfactory completion of all core courses or with the consent of the Dean.)

Finance

FIN 231 **4 Credits** **Principles of Finance**

Emphasizes money and capital markets, investments, corporate finance, and the universal application of each for a more micro-oriented realistic approach to finance. Money, capital markets, and financial instruments begin the course study with investment theory developed to guide the student's choice of financial instruments. Concluding the course are the special finance problems of the large investor.

FIN 235 **5 Credits** **Principles of Business and Personal Finance**

This course introduces students to the concepts of personal financial management. This course will cover personal financial management, money management, debt and income, use of credit, credit reporting, saving and investing, and basic identity theft prevention.

Health Services Management

HSM 315 **4.5 Credits** **The American Healthcare System**

This course provides students with a current overview of the changing roles and the component parts of the U.S. healthcare system. Emphasis will be placed on analyzing the technical, the economic, the political, and the social forces responsible for these changes. Resources, systems processes, outcomes, and health policy are also addressed.

HSM 335 **4.5 Credits** **Management in the Healthcare Industry**

This course provides a complete overview of proven management techniques, principles, and procedures.

HSM 489 **2.5 Credits** **Practicum I**

This course provides students with an opportunity to develop, in conjunction with their approved preceptor, the practicum project they will implement. Students will begin working on the implementation of the approved project. (Prerequisite: Completion of all coursework or with the consent of the Dean.)

HSM 490 **2.5 Credits** **Practicum II**

This course provides students with an opportunity to continue working on implementation of their approved practicum project. Students will complete the project and submit their final report as outlined in the internship agreement. (Prerequisite: HSM 489 or with the consent of the Dean.)

Healthcare Administration

HCA 300 **4 Credits** **The Healthcare System**

A study of the U.S. healthcare system to help students understand the critical issues facing healthcare in its ever-changing environment, and to gain a sense of the complex multidimensional nature of healthcare delivery in the United States.

HCA 375 **4 Credits** **Healthcare Financial Administration**

This course is designed to build upon the concepts introduced in basic accounting courses and develops proficiency in applying administrative financial techniques in healthcare decision-making. (Prerequisite: ACC 101 and ACC 102 or with the consent of the Dean; the prerequisite for students enrolled in the Health Services Management program is ACC 220)

HCA 432 **4 Credits** **Healthcare Economics and Policy**

Discussion and analysis of the economic models controlling healthcare markets with subsequent investigation of the complex federal, state, and local policies and policymaking processes which result from those models in the U.S. healthcare systems.

HCA 440 **4 Credits** **Legal and Ethical Aspects of Healthcare Administration**

Review of legal responsibilities of physicians,

other healthcare workers, and healthcare institutions and means by which health-related laws and regulations are developed and implemented. Issues involved in healthcare professional ethics are discussed and evaluated.

HCA 460 **4 Credits** **Health Facility Operations**

A review of long-term care facility operations utilizing simulations. Students make operational decisions utilizing financial statements, census reports, staffing schedules, and other relevant factors. Prepares students for specific types of situations and questions encountered on the long-term care administrator licensing examination. (Prerequisite: HCA 300 or with the consent of the Dean.)

HCA 462 **4 Credits** **Long-term Care Administration**

Application of health administration core curriculum to specific practice issues in the long-term care setting. Setting specific organization structures, relationships with healthcare providers, services offered, financial management issues, and regulatory issues are investigated. (Prerequisites: HCA 300 and HCA 440; prerequisite requirement does not apply to students enrolled in the Healthcare Administration Gerontology emphasis or with the consent of the Dean.)

HCA 474 **4 Credits** **Senior Seminar**

A course for seniors designed to provide integration and application of theory through a project that integrates and demonstrates mastery of the basic learning objectives of the degree program through applied research and analysis. This course provides students with the opportunity to analyze and develop strategies and/or proposals aimed at improving healthcare in their local communities. (Prerequisite: Satisfactory completion of all HCA courses or with the consent of the Dean.)

History

HIS 220 **4 Credits** **American Civilization**

This course covers the history of the United States from the American Revolution to the present. Emphasis is on the economic, political, and social development of our country.

HIS 225 **5 Credits**
American History

This course covers American history from colonization to the present. Emphasis is on the relevance of cultural, economic, political, and social developments in the United States.

HIS 300 **4 Credits**
U.S. History Since the Civil War

This course offers students an overview of how America transformed itself, in a relatively short time, from a land inhabited by hunter-gatherer and agricultural Native American societies into the most powerful industrial nation on earth. The student will learn how dominant and subordinate groups have affected the shifting balance of power in America since 1863. Major topics include: Reconstruction, the frontier, the 1890s, America's transition to an industrial society, Progressivism, World War I, the 1920s, the Great Depression and the New Deal, World War II, the Cold War, Vietnam, economic and social change in the late 20th century, and power and politics since 1974.

Human Resource Management

HRM 211 **5 Credits**
Introduction to Human Resources Management

This course introduces the human resources management functions in organizations. Emphasis is placed on staffing; training and development; employee relations; employee retention; workplace health, safety and security; compensation and benefits; and job analysis.

HRM 250 **5 credits**
Workforce Management, Labor Issues, & Dispute Resolution

In this course, students are presented with institutional processes that maximize performance levels and competency for an organization. The course covers the activities needed to maintain a productive workforce, such as field service management, human resource management, performance and training management, data collection, recruiting, budgeting, forecasting, scheduling, and analytics. Students learn the principles of conflict resolution, and the techniques for productive conflict management

HRM 340 **5 credits**
Human Resources Training & Development

This course provides students with an overview of the role of training and development in human resource management. The key elements covered include needs analysis, program design, development, administration, delivery and program evaluation. Other topics include adult learning theory, transfer of training, career planning, counseling, training techniques, and trends in training.

HRM 450 **5 credits**
Compensation & Benefit Administration

This course identifies a framework for implementing compensation and benefits systems to attract and retain a high performance workforce. The course focuses on the role of human resources in managing competitive rewards and pay plans. Specific topics include compensation administration, job evaluation and pay structures, base and incentive pay, increases and bonuses, executive compensation, and employee benefits plans including required, voluntary, and retirement plans. A review of various compensation influences such as laws and regulations is also covered.

HRM 460 **5 credits**
Employee Recruitment & Retention

This course examines the fundamentals of successful recruitment, staffing, and retention. The course focuses on job analysis, behavioral interviewing, assessing candidates, background investigations, legislative compliance, equal employment opportunity and Affirmative Action requirements. The course presents economic conditions that impact staffing, short-term and long-term strategy and planning, internal and external recruiting, and career planning.

Information Systems Security

ISS 225 **5 Credits**
Computer Law

Students will identify and analyze statutory, regulatory, constitutional, and organizational laws that affect the information technology professional. This course will explore the complex legal issues as they relate to technological advancements. Topics will include the introduction to many of the current laws and acts affecting technologies today including: the

Computer Fraud and Abuse Act, the Wiretap Act, the Stored Communications Act and the Cybersecurity Act, and various additional new laws that are enacted.

ISS 315 **5 Credits**
Information Security Management

In this course students are introduced to the different elements of information security, from the safeguard of information and information systems that use, store, and transmit information to the unauthorized access, disclosure, alteration and destruction of information. Upon completion of this course students will be able to: describe and understand current security trends, elements of information security, information security threats, hacking concepts and penetration testing processes.

ISS 325 **5 Credits**
Ethical Hacking

Students are introduced to hacking methodologies and stages, such as footprinting, scanning, and enumeration. This course will focus on the tools and techniques used by the attacker to achieve their goal of gaining and maintaining access to a system. Students will learn about the different techniques used to access a system, privilege escalation, creating and maintaining remote access to a system, different types of rootkits, and how hackers hide the evidence of a system compromise. Students will also learn how to perform and document system hacking penetration testing.

ISS 335 **5 Credits**
Threat and Defense Mechanisms

In this course students will be provided with comprehensive information on computer and internet session hijacking. Students will be presented with session hijacking concepts at the application and network-levels. They will also learn about the tools and countermeasures used to prevent hijacking and threats, as well as penetration testing steps an ethical hacker should follow while performing a systems security assessment.

ISS425 **5 credits**
Cryptographic and Cipher Technologies

Students will be introduced to the many cryptographic and cipher technologies used to protect information a virtual environment. This course will focus on public key cryptography and the RSA algorithm. Students will learn

about stream and block cipher algorithms, as well as the advanced encryption standard for symmetric and asymmetric-key encryption. Concepts will include specific security requirements, such as authentication, privacy, confidentiality, integrity and hash functions.

ISS 430 **5 Credits**
Computer Forensics

Students will learn the principles and techniques for digital forensics investigations and be introduced to the available computer forensics tools. This course focuses on identifying, tracking and prosecuting cyber-crime. Emphasis is placed on ethics, professional responsibility, and forensic documentation and reporting when a computer crime is investigated. Students will learn how to perform a forensic investigation on both Unix/Linux and Windows systems with different file systems, and how to collect evidence to be used in a court of law.

Management

MAN 103 **4 Credits**
Management Principles

This course is an introduction to the basic principles of management as it applies to formal organizations. Students are introduced to the importance of effective management within organizations. The traditional management framework is used to provide essential skills in planning, organizing, staffing, directing, and controlling.

MAN 105 **4 Credits**
Marketing

This course focuses on business activities necessary to match products and markets. Marketing functions such as purchasing, distribution, consumer analysis, promotion, and pricing are discussed.

MAN 111 **5 Credits**
Introduction to Business & Job Search Skills

An introduction to the basic principles of management. Students are introduced to the importance of effective management within organizations. The course will cover professional success fundamentals.

MAN 113 **5 Credits**
Management Principles & Professional Success

An introduction to the basic principles of management. Students are introduced to the importance of effective management within organizations. The course will cover professional success fundamentals.

MAN 115 **5 Credits**
Marketing & Business Etiquette

This course introduces students to the activities necessary to attract, gain, and retain a target audience. The course will cover product, people, place, price, and promotion. Addresses professional appearance, quality work relationships, and personal skills in business etiquette.

MAN 201 **4 Credits**
Supervision

This course introduces students to the duties and responsibilities of being a supervisor. Topics include employee motivation, conflict management, decision-making skills, and human resource functions. Students will learn about daily operations, challenges, and legal aspects of first-level management.

MAN 205 **5 Credits**
Supervision, Conflict, Negotiations, and Accountability

The course focuses on skills and competencies of effective supervision. It is designed to provide the framework and foundation of what it takes to be a first-line supervisor. This course reviews the importance of employee coaching, performance reviews, and organizational change management. This course introduces students to workplace conflict resolution. The course will cover negotiation strategies for managing workplace harassment and violence.

MAN 210 **4 Credits**
Entrepreneurship

This course is a career-related overview of business startups, idea identification, value proposition, and competitive advantages in a student's area of specialization. Students will be able to identify and evaluate new business ideas, learn how to prepare and evaluate business plans, and identify capital sources for new ventures.

MAN 215 **5 Credits**
Entrepreneurship, Motivation, and Leadership

This course is an introduction to business startups and competitive advantage in the business

market. The student will be able to identify and evaluate new business ideas, identify capital sources for new entrepreneurial ventures, and elements of a business plan. Students will learn about resources for business plan development. The student will be introduced to basic leadership styles and employee motivation.

MAN 220 **4.5 Credits**
Project Management

In this course, students examine the aspects of project management. Emphasis will be placed on project management topics such as project management practices, project planning, project communication, project monitoring, project budgeting, project scheduling, project completion, and project management information systems.

MAN 223 **4 Credits**
Internet Commerce

Introduces Internet commerce basics and focuses on business concepts and applying technology in order to be successful. Other topics include globalizing a company, marketing and advertising, market trends, vendor solutions, credit card verification systems, security auction technologies, storefronts, and overall technology architecture. Students will learn to utilize Internet commerce solutions from process re-engineering to deployment and testing.

MAN 225 **5 Credits**
Project Management

In this course, students examine the aspects of project management. Emphasis will be placed on project management topics such as project management practices, planning, internal and external communication, monitoring, budgeting, scheduling, completion, and project management information systems.

MAN 230 **4 Credits**
Advertising Principles

This course presents a general introduction to advertising, its function, and role within the business world. Students learn advertising techniques and how to develop an advertising plan.

MAN 234 **5 Credits**
Business Law & Ethics

This course surveys the various legal issues that impact the business environment. The course will help students gain understanding

into the American legal system. Students will be introduced to the concept of ethics in the workplace and social responsibility. The course will cover the impact of ethics in personal and professional situations along with ethical decision-making, workplace diversity, and politics.

MAN 235 **5 Credits**
**Advertising Fundamentals
& Strategies**

This course introduces students to advertising and its function and role within the business world, and its effect on society. The course will cover advancements in, and impacts from, technology and social media. Students learn advertising techniques and how to develop an advertising plan.

MAN 301 **5 Credits**
Business Communication

This course deepens the students' understanding of business and professional communication. Students will explore strategies for communication as a management tool, including rhetorical choices for diverse audiences. The student will practice developing effective oral and written messages.

MAN 325 **5 Credits**
**Operations Management
& Problem-Solving**

This course emphasizes the best practices of operations management. Students will analyze the concepts, principles, and risks of operations management, both for manufacturing and service operations. Students will also explore core problem-solving techniques.

MAN 331 **4.5 Credits**
Principles of Management

This course introduces students to management philosophies in today's changing world. Topics include globalization, ethics, diversity, customer service, and innovation from a managerial perspective.

MAN 332 **4.5 Credits**
Human Resource Management

This course focuses on human resource management skills used by business managers in day-to-day operations. Emphasis is placed on the different aspects of human resource management and practices. Problem-solving and critical-thinking skills are applied to assignments.

MAN 333 **4 Credits**
Marketing Strategies

This course provides a comprehensive examination of the major components of marketing strategy and how they affect a company's profitability and marketplace position. Core elements are integrated to create a cohesive marketing strategy within the context of an effective overall business strategy. Emphasis is placed on the competitive dynamics and on the integration of marketing strategy into the overall business strategy. Additionally, this course provides the framework for analyzing customer preferences and enhancing customer relationships while building and managing brand equity with effective market communication.

MAN 336 **5 Credits**
**Retail Marketing Organization
and Processes**

This course overviews the general principles regarding the organization of retail stores and effective merchandising. Topics include distribution channels, promotion, pricing, merchandise management, store management, and customer service. Students will also cover non-store retailing.

MAN 355 **5 Credits**
**Strategic & Operational
Management Planning**

This course addresses the principles of business planning. Topics including both strategic planning and long- and short-term operational planning. Students will explore differences in tactical and strategic planning and how the two complement each other. Students will develop elements of a strategic plan for a business.

MAN 435 **5 Credits**
**Sales & Customer Relationship
Management**

This course is designed to help students develop a working understanding of selling processes and sales management. Topics include strategy, prospect planning, account management, negotiation and professional communication.

MAN 436 **4 Credits**
Selling and Sales Management

This course is designed to help students develop a working understanding of selling processes and sales management. Topics include strategy, sales program planning, account management, sales force organization, training, and leadership. Upon completion, students will be

able to organize and manage a sales force and accounts, train personnel, use ethical leadership, and apply best practices in sales.

MAN 440 **5 Credits**
**Organizational Design, Evolution
and Change Management**

This course focuses on developing strategies and structures that impact organizational design and change. Students will review the effective elements of an organization, and organizational design in small, mid-size, and large organizations. This course examines the design, development, culture, and change management of organizations.

MAN 443 **4 Credits**
Organizational Design and Change

Focuses on developing strategies and structures that align organizations with their industry environments. Adapting to changes in technology, power structures, and competition is studied as well as planning and implementing changes in internal systems and processes.

MAN 444 **4 Credits**
Human Resources Management

Studies the application of psychology to the problems of personnel management. The student is expected to grasp a working knowledge of the basic operative functions of procuring, developing, maintaining and utilizing a labor force sufficient to meet the minimum entry-level requirements of employment in personnel work.

MAN 445 **5 Credits**
**Human Resource Standards,
Strategy & Management**

The course outlines the functions of members in a human resources (HR) department. Students will review how HR impacts strategic management, recruiting, performance management, and ethical standards. Students will also examine various federal laws and regulations that impact an employee's job search, and discuss how organizations hire.

MAN 455 **5 Credits**
International Business Management

This course addresses how legal issues, and financial and political environments can impact the global management. Students will review the challenges in conducting import and export activities, as well as how cultural differences may affect business relationships and strategies.

MAN 499 **5 Credits**
Business Capstone

Students will prepare a formal proposal in one of the following areas: accounting, sales and marketing, operations management, human resource management, or banking and finance. Once the proposal is approved, the student will prepare an original paper of research and analysis utilizing appropriate APA format. The student will then present findings and conclusions to an approved audience. (Students may select an experiential learning opportunity with Dean approval of both a location and project.)

Marketing

MKT 210 **4 Credits**
Introduction to New Media Marketing

This course focuses on using social media for competitive advantage, effectively managing and integrating social media into the marketing mix. Emphasis is placed on combining persuasive marketing with technology to influence human behaviors and attitudes that guide socially interactive marketing strategies. New media marketing puts social media to work for business. The course also explores social media's strongest existing strategies: viral marketing, social networking, mobile marketing, online communities, wikis, and blogs. (Prerequisite: MAN 105 or with the consent of the Dean for the Business Administration, New Media Marketing emphasis)

MKT 235 **5 Credits**
Technology in Marketing and Branding Strategy

This course will explore a range of digital marketing methods, with an emphasis on increased understanding of capabilities, pros and cons, and digital marketing best practices. The course will explore the history of the Internet and how it has changed business, marketing, and communication. Students will learn strategies for positive customer experiences online and digital customer retention.

MKT 260 **5 credits**
Marketing Channels

This course provides an overview of the general principles regarding sound merchandising. This course provides students with the opportunity to analyze, design, and evaluate

various marketing channel structures and decisions. Topics include channels, including wholesale, retail, and Internet; developing and managing marketing channels, and electronic and franchise marketing channels. Upon completion, students will be able to identify the most applicable channel(s) for marketing based on the product or service.

MKT 310 **4 Credits**
Influence and Persuasion in Business

This course examines models of influence for leveraging behaviors for rapid and profound change. Topics include how to become a trusted opinion leader and effectively access markets. Upon completion, students will be able to apply the behavioral and communication skills needed for driving persuasive change.

MKT 340 **5 credits**
Brand Marketing Strategy

This course provides a comprehensive examination of the major components of marketing strategy and how they affect a company's profitability and marketplace position. Additionally, this course provides the framework for analyzing customer preferences and enhancing customer relationships while building and managing brand equity with effective market communication by outlining processes in building and sustaining inspired brands. Topics include branding fundamentals, branding strategies, and new branding applications. Upon completion, students will be able to distinguish between brand equity and brand value, identify key factors in managing an established brand, and discuss the key components in extending a brand.

MKT 350 **5 credits**
Consumer Behavior

This course focuses on internal and external factors that influence consumer decision-making, including how technological and social trends of recent years have affected marketing communications by necessitating new communication strategies, innovative advertising approaches, and novel delivery tools. Topics include motivation, memory, attitude, and culture within the context of buyer behavior, as well as branding, market segmentation and positioning, customer insight, and the execution of marketing communications through appropriate media technologies. Upon completion, students will be able to competently discuss and apply contemporary integrated marketing

communication techniques, and assess how different psychological and sociological components affect purchasing decisions.

MKT 351 **4.5 Credits**
Principles of Marketing

This course introduces students to the concepts, the analyses, and the activities that surround marketing a product. Emphasis is placed on providing practice in assessing and in solving marketing problems.

MKT 360 **5 credits**
Content Marketing

This course covers the emphasis in marketing placed on creative content development and distribution. Content marketing involves providing information that tells a story using relevant marketing materials in written, video, audio, and other formats that are shared with target audiences through various marketing channels (e.g., social media, blogs, e-mail). Topics include Search Engine Optimization (SEO), strategy, communication, Content Management Systems (CMS), and thought leadership. Upon completion, students will be able to identify and describe various content marketing approaches, create content that tells a compelling story for a new or existing product or service, set up a blog, and post a blog entry using a CMS.

Mathematics

MAT 120 **5 Credits**
Healthcare Calculations and Accounting

This course provides a review of basic numerical concepts using the household, metric, and apothecary systems. Students practice using ratios and proportions to convert between measuring systems and to calculate medication dosages. Introductory accounting principles and practices are additionally presented and discussed. Upon completion of this course, students will have more knowledge and proficiency with understanding and training related to healthcare calculations and accounting and be more prepared for entry-level employment as a Medical Assistant.

MAT 220 **4 Credits**
College Algebra

This course covers introductory algebraic expressions, formulas, and solving equations.

Students learn graphing, numerical sets, exponents, radicals, and inequalities.

MAT 225 **5 Credits**
College Algebra

This course covers introductory algebraic expressions, formulas, and solving equations. Students learn graphing, numerical sets, exponents, radicals, and inequalities.

MAT 420 **4.5 Credits**
Statistics for Healthcare Professionals

This course provides students with an introductory level foundation of statistical concepts related to healthcare research and practice. Topics include data organization and management, statistical significance, and common parametric/non-parametric statistical techniques, such as t-tests, correlation, and chi-square. Emphasis is placed on conceptual understanding, correct application, and interpretation of statistical tests and their results.

Medical

MED 101 **5 Credits**
Medical Terminology

This course introduces students to the terminology used in the medical field by first identifying and defining prefixes, suffixes and root words from their Greek and/or Latin origins and identifies acceptable abbreviations. Emphasizes the further understanding and use of standardized terminology and approved abbreviations in relation to its role in medical documentation and use by third party payers. Completion of this course provides students with mastery of medical terminology and its use and significance in permitting effective communication in the medical field.

MED 103IU **4.5 Credits**
**Medical Terminology for
Healthcare Professionals**

This course focuses on medical terminology including the definition, the pronunciation, the spelling, and the abbreviation of medical terms. Emphasis is placed on how medical terms are formed and the major word parts from which many of the terms are formed.

MED 110 **5 Credits**
**Introduction to Healthcare
Documentation, Law, and Ethics**

This course introduces communication and

professionalism for medical assistants in ambulatory patient care setting. Students learn the fundamentals of medical office procedures, including patient reception, privacy and confidentiality, appointment scheduling, financial record keeping, insurance billing and work schedule coordination. This course provides experience in processing records for outpatient settings using a medical office software program. This course also addresses ethical and legal requirements in a healthcare setting.

MED 121 **5 Credits**
**Medical Asepsis and
Electrocardiography**

This course discusses the concepts of medical and surgical asepsis and aseptic technique, and a review proper hand washing techniques. Disinfection and sterilization of surgical instruments, assisting in minor surgical procedures are taught, along with universal (standard) precautions and infection control as specified by OSHA. Students will also learn basic cardiopulmonary anatomy and physiology, electrocardiography, standardization of the ECG, identifying artifacts, recognition of arrhythmia, and 12-lead ECG.

MED 130 **5 Credits**
Medical Front Office Procedures

This course provides students with a working knowledge of the duties required in a medical office. Students will explore professional and career responsibilities, interpersonal communication, administrative responsibilities, and financial administration.

MED 215 **5 Credits**
Medical Coding

This course introduces students to CPT (Current Procedural Terminology), ICD.10 (International Classification of Diseases 10th revisions) and HCPCS (Health Care Procedure Coding System). This course will explore the clinical classification systems through the use of Current Procedural Terminology (CPT) coding principles. Within this course the student will learn to code through reference books and electronic format in order to complete medical insurance forms and insurance filing. Students will learn to properly fill out insurance forms and understand electronic claim submission. Students also learn about different health insurance programs, government programs, and managed-care programs.

MED 230 **4.5 Credits**
Medical Insurance

Covers medical insurance and insurance filing. Students learn to properly fill out insurance forms and understand electronic claim submissions. Students also learn about different health insurance programs, government programs, and managed-care programs.

MED 285 **5 Credits**
**Musculoskeletal, Nervous, and
Integumentary Systems**

This course covers the structural organization and the major organs of the human musculoskeletal, nervous, and integumentary systems. Normal function of each system, disease and disorders related to each system, and pertinent diagnostic and treatment protocols will also be covered. Upon completion, students will understand gross anatomy of these systems, manifestations of diseases and disorders relative to these systems, and diagnostic & treatment modalities.

MED 286 **5 Credits**
Cardiac and Respiratory Systems

This course covers the structural organization and the major organs of the human cardiac and respiratory systems. Normal function of each system, disease and disorders related to each system, and pertinent diagnostic and treatment protocols will also be covered. Upon completion, students will understand gross anatomy of these systems, manifestations of diseases and disorders relative to these systems, and diagnostic & treatment modalities.

MED 287 **5 Credits**
**Endocrine, Urinary, and
Reproductive Systems**

This course covers the structural organization and the major organs of the human endocrine, urinary, and reproductive systems. Normal function of each system, disease and disorders related to each system, and pertinent diagnostic and treatment protocols will also be covered. Upon completion, students will understand gross anatomy of these systems, manifestations of diseases and disorders relative to these systems, and diagnostic & treatment modalities.

MED 288 **5 Credits**
**Lymphatic, Immune, and
Digestive Systems**

This course covers the structural organization

and the major organs of the human lymphatic, immune, and digestive systems. Normal function of each system, disease and disorders related to each system, and pertinent diagnostic and treatment protocols will also be covered. Upon completion, students will understand gross anatomy of these systems, manifestations of diseases and disorders relative to these systems, and diagnostic & treatment modalities.

Medical Specialties Clinical

MSC 295 5 Credits **Clinical Procedures**

This course focuses on an introduction to clinical laboratory procedures performed in ambulatory patient care settings, including drug administration, vital signs, assisting with physical examinations, patient assessment, documentation, preparing the patient for specialty examination, and aseptic procedures. The fundamentals of infection control, urinalysis, microbiological testing, and phlebotomy procedures are taught. The use of the microscope as it pertains to procedural theory is discussed as students are introduced to the fundamental knowledge of hematology, microbiology, and urinalysis. This course also covers how to perform venipunctures. CLIA waived and moderate complexity clinical procedures including complete urinalysis, complete hematology procedures, and electrocardiography will be reviewed. Certification requirements will be completed. (Prerequisites: MED 121 and MED 130, or with the consent of the Dean.)

Microcomputer Systems

MCS100 5 credits **Introduction to Hardware and Firmware**

This course introduces the student to hardware components of a computer system, firmware used in the systems, and mobile devices. Networking cables, connectors and devices are reviewed to properly configure and interconnect computer systems in addition to their peripherals. Safety concepts and procedures are covered, including electrostatic discharge (ESD) and electrical shock hazards. In this course, a student will disassemble a computer then properly identify and be able to correctly troubleshoot all hardware components. The student will then properly assemble the computer and verify proper operation.

MCS105 5 credits **Introduction to Operating System Installation and Configuration**

This course focuses on Windows Operating System installation and proper configuration for use on a network. Students will identify common features and functionality of the Mac and Linux Operating Systems. Students will learn the threats and vulnerabilities to resolve them with common prevention methods. This course focuses on install configure and be able to properly troubleshoot an operating system. Additionally, students will learn appropriate safety procedures, environmental controls of disposal methods, explain privacy, licensing and policy concepts. (Prerequisite: MCS100 or with the consent of the Dean.)

MCS200 5 credits **Introduction to Server Administration**

In this course, students will learn to install, configure, and administrate servers in a host and compute environments, work with storage solutions, and virtualization Concepts include advanced networking, controlling a work environment or user accounts, PowerShell, and the use of groups of servers that share workloads to prevent single points of failure. (Prerequisite: NET100 or with consent of the Dean).

MCS300 5 credits **Advanced Server Administration**

This course provides concepts of the installation, configuration, administration of servers, users and groups, and provisioning services and infrastructure to be successful in an enterprise environment. Advanced concepts include server deployment, the maintenance and upgrading network load balancing (NLB), server clusters, disaster recovery, failover, redundancy, and fault tolerance. (Prerequisite: MCS200 or with the consent of the Dean.)

Networking

NET100 5 credits **Introduction to Networking Concepts**

This course provides an introduction to the concepts of networking, networking types and topologies, and devices used for common network services. Students learn vocabulary and network terminology, protocols, and the concept of creating a network.

NET105 5 credits **Intermediate Networking Concepts**

This course introduces internet connectivity, including networking concepts, remote access, and wireless standards. Students will learn the concepts of network policies and procedures, troubleshooting, network vulnerabilities and threats, firewalls, and basic security in small networks and learn to monitor and manage network operations. (Prerequisite: NET100 or with the consent of the Dean.)

NET220 5 credits **Introduction to Security Concepts**

This course introduces foundational concepts in IT Security including access control, cryptography/encryption, security policies, hardware and perimeter defenses, including firewalls.

NET225 5 credits **Intermediate Security Concepts**

This course delves into more advanced security measures and functions including those surrounding networks, malware, password attacks, O/S and application hardening, servers, backups, data defenses, vulnerability assessments, penetration testing, logging and audits. (Prerequisite: NET105, or with the consent of the Dean).

NET300 5 credits **Network Communications: Architecture, Structure, and Functions**

This course covers networking architecture, structure, and functions. The course introduces the principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations to provide a foundation for the curriculum. By the end of the course, students will be able to explain network technologies, how devices access local and remote network resources, describe router hardware, how switching operates in a small to medium-sized business network, design an IP addressing scheme, configure initial settings on a network device, implement basic network connectivity between devices and configure monitoring tools for small to medium-sized business networks. (Prerequisite: NET105 or with consent of the Dean.)

NET305 **5 credits**
Network Communications: Small Networks

This course covers the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of the course, students will be able to determine how a router will forward traffic, explain how switching operates in a small to medium-sized business network, configure Ethernet switch ports, implement VLANs, implement static routing, implement DHCP on a router, implement network address translation (NAT), implement access control lists (ACLs) to filter traffic. (Prerequisite: NET 300 or with consent of the Dean.)

NET320 **5 credits**
Cloud & Mobile Computing Concepts

This course introduces students to topics in key concepts and background necessary to provide context on the importance of cloud computing and transforming an organization into an agile, flexible, and operationally efficient business. Students will also be introduced to technologies and software suites the delve into cloud administration and operations by deploying virtual machines and application containers, managing role-based access control, services catalogs, and reporting and chargeback systems.

NET400 **5 credits**
Network Communications: Large Networks

This course covers the architecture, components, and operations of routers and switches in larger and more complex networks. Students learn how to configure routers and switches for advanced functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches, resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks, implement a WLAN in a small-to-medium network. (Prerequisite: NET 305 or with consent of the Dean).

NET405 **2.5 credits**
Network Communications: WAN Technologies and Network Services

This course discusses the WAN technologies required by converged applications in a complex network. The course enables students

to understand the selection criteria of network devices and WAN technologies to meet network requirements. (Prerequisite: NET400 or with consent of the Dean).

NET410 **3 credits**
Network Communications: Network Services

This course discusses the network services required by converged applications in a complex network. By the end of this course, students will be able to configure and troubleshoot network devices, resolve common issues with data link protocols, resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks, implement virtual private network (VPN) operations in a complex network. (Prerequisite: NET405 or with consent of the Dean).

NET420 **5 credits**
Information Storage

Students will be introduced to common storage networking architecture used by enterprises for business-critical applications. Students will learn methodologies and tools for security, data protections, and disaster recovery. Students will learn to design network storage to remove single points of failure and become highly available and resilient to failures.

Nursing

NUR 302 **4 Credits**
Professional Role Development

Students explore and define issues related to professional practice, ethics, career planning, personal goal setting, and empowerment of self and others. Students will learn concepts concerning job performance, performance expectations and evaluation, stress management, and lifelong professional development.

NUR 303 **4 Credits**
Theoretical Foundations in Nursing

Students are introduced to nursing research as it relates to changing and improving nursing practice. Emphasis is placed on preparing students to evaluate current nursing literature for scientific and clinical merit in order to solve clinical problems and improve practice. Topics include: fundamentals of research, steps in the research process, research design, data collection and analysis, and critical appraisal and utilization of nursing research. Critical thinking

and problem solving skills are developed and emphasized throughout the course.

NUR 304 **4 Credits**
Health Assessment

Students develop the necessary skills to conduct a holistic health assessment across the life span. Course covers health history-taking, cultural consideration, nutrition and mental health assessment, physical examination, health promotion, and clinical assessment tools. Critical thinking, communication, and documentation skills for client charting are emphasized.

NUR 305 **4 Credits**
Health Promotion and Disease Prevention

An introduction to the strategies/tactics for preventing disease and promoting health in both individuals and populations. Course components include: relevance of concepts from psychology, sociology, economics and anthropology; planning, implementation and evaluation models; health assessment and disease management technologies; and health education. Illustrative case applications include: heart/cardiovascular disease, fitness and weight control, HIV, and accidents.

NUR 306 **4 Credits**
Pharmacology

This course focuses on the clinical usage of drugs commonly used in healthcare settings. Topics include pharmacokinetics, pharmacodynamics, pharmacotherapeutics, interactions, drug classes and patient variables as they relate to pharmacology. The students will examine drug classifications, drug therapy, adverse reactions, drug and food interactions, and patient education.

NUR 307 **4 Credits**
Community and Family Health

This course is designed to provide students with the knowledge and skills that are essential in working with communities to assess, develop, implement, and evaluate community change strategies that will promote improved health, intervention strategy design, wellness promotion and disease prevention, and issues in providing healthcare to diverse populations.

NUR 308 **4 Credits**
Concepts of Professional Nursing

This course prepares nurses for their unique position as healthcare professionals. The framework for professional practice is discussed as nurses examine their roles and how it relates to health promoter, teacher-learner, leader-manager, research consumer, advocate, colleague, and collaborator.

NUR 401 **4 Credits**
Psychological Aspects of Illness and Disability

This course introduces you to the mental and emotional aspects of illness. You will address the relationship between stress and illness, the patient-physician relationship, treatment compliance, and care for the terminally ill.

NUR 402 **4 Credits**
Critical Issues in Nursing

This course focuses on examining the past, current and future impact of selected themes related to healthcare in general and nursing practice at the local, national, and international levels. Emphasis is placed on the longitudinal nature of many contemporary issues and trends that have a direct impact on the development of nursing science, practice, and education.

NUR 403 **4 Credits**
Nursing Informatics

This course introduces applications of informatics systems to nursing practice, education, research, and administration. Practical use of computer technology based health applications to identify, gather, process, and manage information will be explored as it relates to nursing practice.

NUR 404 **4 Credits**
Instructional and Evaluation Methods of Nursing Education

This course focuses on the instruction and evaluation process in a clinical environment. Emphasis is placed on the evaluation and the grading of students in the clinical setting; measurement strategies; and related socio-cultural, ethical and legal issues.

NUR 405 **4 Credits**
Nursing Management and Leadership

This course discusses management and leadership. It explores the relationship between leadership principles, management principles, (e.g., strategy development, motivation of

employees, communicating with subordinates and supervisors, establishing goals, reinforcing values, monitoring performance and providing feedback, etc.) and success in healthcare administration.

NUR 406 **4 Credits**
Managed Healthcare

This course focuses on managed care organizations and various provider payment models/capitation in order for the nurse case manager to make appropriate management decisions when working in healthcare delivery.

NUR 407 **4 Credits**
Utilization Management

This course introduces the basic concepts of healthcare utilization and risk management. Concepts include risk management, patient safety, quality patient care, and the influence of error in both patient care and financial management. This course also includes valuable information about mitigating risk and maximizing resource utilization.

NUR 408 **4 Credits**
Legal and Ethical Aspects of Healthcare Administration

Ethics is the study of morals, character, and human dignity. Ethics provide us with moral principles or universal rules that let us know what to do. Ethics also involves how individuals decide to live, within what accepted and desirable principles, and in harmony with the environment and one another. This text includes an introduction to law and the application of ethical theories, principles, virtues and values.

NUR 409 **4 Credits**
Evidence-Based Practice

This course focuses on clinical reasoning and clinical outcomes, information systems and management, and evidence-based practice. Evidence-based practice promotes the development of skills in using the research process to define clinical research problems with application to practice.

NUR 412 **4 Credits**
Introduction to Nursing Research

Students are introduced to nursing research as it relates to changing and improving nursing practice. Emphasis is placed on preparing students to evaluate current nursing literature for scientific and clinical merit in order to

solve clinical problems and improve practice. Topics include fundamentals of research, steps in the research process, research design, data collection and analysis, and critical appraisal and utilization of nursing research. Critical thinking and problem solving skills are developed and emphasized throughout the course. (Prerequisite: STA 322 or equivalent or with the consent of the Dean.)

NUR 413 **4 Credits**
Nursing Practicum

Students learn skills and knowledge for nursing, evidence-based patient care, holistic, and comprehensive healthcare delivery. Students integrate clinical examples and develop skills for evaluating care plan delivery models, thinking critically, empowering teams, resolving conflicts, coaching and mentoring, exhibiting clinical competence, allocating resources, and ensuring and measuring productivity and efficiency. (Prerequisite: Completion of all core courses and general education courses or with the consent of the Dean.)

NUR 490 **4 Credits**
Capstone Project

This course is designed to provide the student with the opportunity to apply both the theoretical foundations and clinical knowledge of nursing science to a self-directed scholarly project of the student's choice. The student will select a topic, which will be approved by the instructor, and then the student and instructor will agree upon a measurable course of study that allows the student to identify learning needs, while engaging in scholarly activities which will enhance the professional practice of the learner and synthesize the information learned in pursuit of the bachelor's degree. (Prerequisite: Completion of all core courses and general education courses or with the consent of the Dean.)

Operating Systems

OPS 105 **5 credits**
Introduction to Operating Systems

This course covers topics including installing and upgrading Windows as well as configuring hardware, applications, and network connectivity. Upon completion, students will be able to perform configuration and support for computers, devices, users, and associated network and security resources, as well as configure and manage advanced network services in a hands-on environment.

OPS110 **5 credits**
Linux Operating Systems

This course covers the concepts of the Linux operating system. Topics include X Window system, clients, networking, shell and scripting. Students will be able to install, configure, and administer the Linux operating system. Emphasis will be placed on the hardware, management, configuration, security and documentation of the operating system. Upon completion, students will be proficient with all topic areas of a Linux environment. (Prerequisite: OPS105 or with the consent of the Dean.)

Pharmacy

PHR 101 **4.5 Credits**
Introduction to Pharmacology

This course introduces students to pharmacology with an emphasis on drug therapy and drug interaction. Topics include drug classifications, drug therapy, adverse reactions, drug and food interactions, and patient education.

PHR 155 **5 Credits**
Pharmacology and Injections

Topics presented in this course include drug classifications, measuring medications and dosage calculations, administering medications, injections, and documentation requirements related to each topic area. Instruction includes occupational math and metric conversions, use of PDRs and related medical books. Common abbreviations used in prescription writing and related legal implications/requirements are also presented. The professional role of the MA in patient education and the rights related to medication administration are additional topics addressed in the course. Upon completion of this course, students will be more informed and knowledgeable about medications, in general, and about the appropriate and legal administration of medications.

Philosophy

PHI 210 **4 Credits**
Critical Thinking

This course is designed as an interdisciplinary approach to critical thinking in a modern world. This course will challenge students to learn how to reflect, identify previous assumptions, and be able to analyze and

apply common problem-solving techniques associated with the task of thinking critically and challenging the everyday norms.

PHI 260 **4 Credits**
Logic

This course has a focus on Logic and the biases by which we are governed. Students will learn about and recognize the various fallacies found in their world. This course will challenge students to reason deductively and inductively, for and against rational behaviors.

PHI 310 **4 Credits**
Critical Thinking

This course is designed to provide an interdisciplinary approach to critical thinking and challenges the student to question his or her own assumptions through analysis of the most common problems associated with everyday reasoning. The course explains the fundamental concepts, describes the most common barriers to critical thinking and offers strategies for overcoming those barriers.

PHI 315 **5 Credits**
Critical Thinking

This course is designed as an interdisciplinary approach to critical thinking in a modern world. This course will challenge students to learn how to reflect, identify previous assumptions, and be able to analyze and apply common problem-solving techniques associated with the task of thinking critically and challenging the everyday norms.

PHI 400 **4 Credits**
Modern Issues in Ethics

This course provides students with a comprehensive introduction to a broad array of the most pressing contemporary debates in medical ethics. The student examines the social contexts within which these debates arise. Topics include: the foundation of bioethics, research ethics and informed consent, truth telling and confidentiality (medical record confidentiality), genetic control, application of scarce medical resources, impaired infants and medical futility, and euthanasia.

Physics

PHY 101 **4.5 Credits**
Introduction to Physics

This course introduces students to the key

concepts and methods of physics. Emphasis is placed on how physical concepts apply to everyday phenomena.

Professionalism

PRO 212 **1 Credit**
Job Search Skills

This course will introduce the student to job search strategies by evaluating the resources and tools that are available and how best use them. The course examines the ultimate goal of a job search to secure an interview that leads to obtaining a desired job.

Programming

PRG 105 **5 credits**
Technical Project Management

This course develops a foundation of concepts and solutions that supports the successful completion of a project. Common project management methodologies are introduced including; Agile, Scrum, Lean, Waterfall, PMP, ITIL, Six Sigma and PMI/PMBOK. Emphasis will be placed on project management techniques such as internal and external communication, monitoring, budgeting, scheduling, completion, and project management information systems.

PRG 110 **5 credits**
Programming Logic and Design

This course introduces elementary programming concepts. Areas of study include an introduction to the history of programming and programming languages, flow charts, logic and data structures, and pseudocode. Structures and constructs are explored and applied as students problem-solving techniques as applied to programming concepts. Students gain knowledge of data types and the use of variables in programming. The base concepts introduced in this course are the essential building blocks that span across multiple courses and various languages.

PRG 115 **5 Credits**
Web Development Foundations

This course introduces students to web development foundations using HTML, CSS, and JavaScript. Students will learn the basics of web page programming, including building web pages, writing programs with JavaScript, and making web pages interactive.

In this course, students will plan, design, and implement a website using current standards and best practices.

PRG 150 **5 Credits**
Introduction to SQL

Students are introduced to the fundamentals of Structured Query Language (SQL). Students will learn the terminology used in the study of tables, queries, forms, and reports. This course focuses on the techniques of SQL as it applies to data retrieval and manipulation. Students will be presented with front-end and back-end database administration and management techniques.

PRG 210 **5 Credits**
Introduction to C++

This course teaches the basics of programming in C++ programming language, as well as the fundamental concepts and techniques used in object oriented programming. The course begins with universal basics, without relying on object concepts, then gradually extends to moderate concepts that are encountered using the objective approach. Students become familiar with a software development environment and tools for creating working programs and syntax.

PRG 215 **5 Credits**
Introduction to C#

This course introduces students to the .NET framework. Students will use a selected programming language to learn and implement common programming concepts. Students also become familiar with a .NET integrated development environment (IDE).

PRG 245 **5 Credits**
Database Programming

This course expands student knowledge of database concepts utilizing best practices for database systems. Topics include data models; query languages; implementation techniques of database management systems; management of semi-structured and complex data; distributed and noSQL databases. Students will write web applications with full database connectivity features.

PRG 255 **5 Credits**
HTML and Java Script Essential Training

This course builds on students' knowledge of web programming languages and concepts.

Topics include CSS, JavaScript, HTML tags, elements, images, lists, tables, links, and multimedia. Upon completion, students will be able to master their creation and management of websites. (Prerequisite: PRG 245 or with the consent of the Dean.)

PRG 300 **5 Credits**
Software Testing

In this course students explore and examine the advanced concepts of current software testing practices including how to structure a software testing project, methods for testing software and how to report results. Students will participate in a software-testing project and evaluate the methods, testing, and result preparation for internal and external client needs.

PRG 306 **5 Credits**
Web and Software Security

This course will familiarize students with current web and software vulnerabilities and methods to safeguard against attacks. Students will learn how web and software programs are written in order to minimize vulnerabilities. Students will evaluate security practices for implementation in a variety of environments.

PRG 311 **5 Credits**
Introduction to ASP .Net

This course introduces students to fundamentals of dynamic web application programming. Server Components and ADO, client server-side applications, de-bugging, security, scripting, data validation, cookies, and cross-browser compatibility are discussed. Students will describe the ASP.Net framework in order to design websites with master pages and themes. (Prerequisite: PRG 210 or with the consent of the Dean.)

PRG 315 **5 Credits**
Systems Analysis and Design

This course requires students to examine the process of identifying and developing systems to meet the needs of end users. Students will describe the different roles in system analysis and design, including requirement gathering, feature identification, logical design, and physical design.

PRG 316 **5 Credits**
User Interaction Design

This course introduces students to user interaction concepts and methods. Students

will use what they learn to design the user interaction for software, web and mobile applications. Students will also apply software security concepts to databases, web sites, mobile apps, and desktop applications.

PRG320 **5 Credits**
Hypertext Preprocessor

This course expands students' knowledge of object-oriented programming concepts and enhances their ability to create programs using the .NET framework. This course also includes Windows programming concepts for problem analysis and program design. (Prerequisite: PRG 215 or with the consent of the Dean.)

PRG 325 **5 Credits**
Mobile Applications Development I

In this course students explore and examine the advanced concepts of programming mobile applications. Students will learn how to configure the mobile development environment and build basic applications for mobile devices. Students will also discuss security concerns with mobile applications.

PRG 332 **5 Credits**
Mobile Applications Development II

This course expands students' knowledge of mobile applications development. Students will demonstrate their ability to build effective use interfaces for mobile applications. At the conclusion of the course, students will design, code, and publish a working mobile application that can be used as part of their career portfolio. (Prerequisite: PRG 325 or with the consent of the Dean.)

PRG 345 **5 Credits**
Database Programming: PHP with MySQL

In this course students explore and examine the advanced concepts of Structured Query Language (SQL) concepts and Procedural Language (PL)/SQL. Students will learn to install and configure an Oracle database. Students will also learn database automation techniques, including triggers, functions, and stored procedures. Students will practice the concepts taught in each Database Programming course and must complete a database that can be used as part of their career portfolio. (Prerequisite for Computer Science: PRG 245 or with the consent of the Dean.)

PRG 355 **5 Credits**
Web Project Workflows

In this course, students will develop an efficient workflow to build websites with processed languages. Students will discuss automation of development and production versions of sites, and will determine how to track and share project files for workflow ease.

PRG 411 **5 Credits**
Ruby on Rails

This course expands students' understanding of server-based Web application programming. Students will build more robust Web-based applications that contain Web controls, connect to databases, and maintain application session state. Students will focus their efforts on Ruby on Rails, and will complete the course with a Web application that can be used as part of their career portfolio. (Prerequisite: PRG 311 or with the consent of the Dean.)

PRG 450 **5 Credit**
Object Oriented Programming I

This course expands on object-oriented programming concepts. Topics covered include modularity, inheritance, polymorphism, overloading, and overriding. Students will demonstrate multidimensional arrays. (Prerequisite: PRG 355 or with the consent of the Dean.)

PRG 455 **5 Credit**
Object Oriented Programming II

Students will demonstrate their ability to handle exceptions within a program. Students will also explore how to create menus in a GUI program and become familiar with interfaces. Students will complete an object-oriented application that can be used as part of their career portfolio. (Prerequisite: PRG 450 or with consent of the Dean.)

Psychology

PSY 105 **4.5 Credits**
Introduction to Psychology

The course is a broad introduction to the history and science of psychology. In this course, students will survey introductory topics such as sensation and perception; thinking, language, and intelligence; personality; emotions and motivation; psychological disorders; social psychology; and research methods. Students will review relevant case examples as they

develop a better understanding of themselves and others.

PSY 220 **4 Credits**
Psychology

Explores the aims and methods of psychology. Concepts covered in the course include human behavior, learning theories, memory, and human development.

PSY 250 **4 Credits**
Positive Psychology

Explores emotional intelligence and its application in personal, professional, and communal relationships. Focus is on recognizing and improving emotional intelligence and developing a plan for self-management and implementation.

PSY 255 **5 Credits**
Psychology and Emotional Intelligence

This course explores the aims and methods of psychology. Students will learn about human behavior and human development. Students will also explore emotional intelligence and its application in personal and professional relationships. The focus is on recognizing and improvement emotional intelligence. Upon completions, students will develop a plan for self-management and implementation.

PSY 400 **4 Credits**
Biological Psychology

This course introduces the student to the intricate relationship between biology and psychology. The student is exposed to the emerging field of biopsychology in which fascinating new discoveries are constantly being made. Major topics include: anatomy of the nervous system, plasticity of the brain, sensory systems and attention, wakefulness and sleeping, emotional behaviors, the biology of learning and memory, and psychological disorders.

Research

RAM 110 **5 Credits**
Research Application Methods

This course explores real world applications in statistics. Topics covered will be analyzing and creating graphs, survey techniques, preparing surveys and analysis of data. Emphasis will be placed on understanding the use of graphs,

surveys and the importance of statistical analysis in a business setting.

Respiratory Care Management

RCM 300 **4.5 Credits**
Respiratory Care Management and Leadership

This course reviews management concepts essential to the understanding of the organizational environment within which healthcare managers perform their various managerial functions. It will review, and challenge when necessary, classical theory and concepts. It focuses on relatively new concepts and trends in organizational management. It is designed to help develop a solid base of understanding of the traditional core management functions of planning, decision making, organizing, staffing and controlling as well as the emerging functions of coaching, counseling, teaching and facilitating. It reviews the practical managerial skills of budgeting, team development, conflict resolution, training and development, good communication and human resources management, all skills that are essential for the smooth and efficient management of today's organizations. Each subject in the course will be related directly to Advanced Respiratory Care Practice through weekly discussions.

RCM 310 **4.5 Credits**
Respiratory Care Marketing and Strategic Planning

This course examines the healthcare planning process, including the concepts and procedures, strategies, problem solving and decision-making. Students gain a firm understanding of the importance of marketing in healthcare organizations, with specific applications to the Respiratory Care Department.

RCM 320 **4.5 Credits**
Respiratory Care Financial Management

This course is designed to provide the student with an understanding of accounting and financial management concepts/techniques to health service organizations. Course components include: distinctive accounting and financial characteristics of health services organizations; interpreting basic financial statements; financial ratios analysis; government and voluntary regulatory agency compliance; and evaluating financial performance. Each course subject is applied directly to the Respiratory Care Department through weekly discussions.

RCM 340 **4.5 Credits**
Respiratory Care Information Systems

Success as an Advanced Respiratory Care Practitioner depends on communication and documentation skills. Good communication, with patients, families, colleagues, and supervisors is crucial. Retrieving and documenting information is a critical part of every practitioner's day. This course looks at health care information systems and how they relate to Advanced Respiratory Care Practice.

RCM 420 **4.5 Credits**
Respiratory Care in a Managed Care Environment

This course is an introduction to the history, structure, and management issues associated with health maintenance organizations (HMOs), preferred provider organizations (PPOs), and other managed care options. Each subject is applied directly to Advanced Respiratory Care Practice through weekly discussion topics.

RCM 440 **4.5 Credits**
Managing Long-Term Care across the Continuum

This course examines the management of long-term care (LTC) services in America, including the history of long-term care, characteristics of an ideal LTC system, nursing services, sub-acute care, assisted living, senior housing, community-based services, integration, external control, key ethical issues, governance, marketing and future trends. Students gain a firm understanding of the importance of long-term care in the future of U.S. healthcare delivery, with specific applications to the Respiratory Care services each week.

RCM 470 **4.5 Credits**
Respiratory Care Management Boot Camp

Respiratory Care Management Boot Camp applies specific management/leadership theories and practices to the direction and management of a respiratory care or cardiopulmonary department, including the managerial functions of department organization/structure, budgeting, controlling, staffing, coordinating, measuring performance, and developing staff members. Leadership and skills pertinent to these functions, as well as effective communication and professionalism, are included in the course. The practical topic of how to prepare oneself for a position in respiratory care management is also addressed.

Respiratory Care Practice

RCP 300 **4.5 Credits**
Introduction to Healthcare Research

This course is an introduction to evidence-based medicine in the context of respiratory care research. Topics covered in this course include basic research principles such as the scientific method, the ethical considerations involving research, conducting literature searches, and critically evaluating published reports.

RCP 320 **4.5 Credits**
Healthcare Research in Practice

This course is a continuation of evidence-based medicine in the context of respiratory care research. Focusing on quantitative analysis, topics covered in this course are writing the protocol, data collection, basic statistical concepts, and basic methodology including correlation, t-Tests, ANOVA and regression.

RCP 330 **4.5 Credits**
Health Professional as Educator I

Part I of this course on the Health Professional as Educator is a comprehensive examination the practical issues health professionals confront as they strive to provide effective patient and family education. The course focuses on issues such as perspectives on teaching and learning, and the characteristics of the learner.

RCP 335 **4.5 Credits**
Health Professional as Educator II

The second part of this course continues the focus on practical issues health professionals face in providing effective patient and family education. The course continues with a focus on the characteristics of the learner, as well as techniques and strategies for teaching and learning. (Prerequisite: RCP 330 or with the consent of the Dean.)

RCP 340 **4.5 Credits**
Advanced Patient Assessment

This course is to provide knowledge to build and develop a strong foundation of assessment skills necessary in daily clinical practice. Course content will present a knowledge base of major respiratory diseases and competency in the patient assessment process through a case study approach.

RCP 350 **4.5 Credits**
Advanced Cardiopulmonary Diagnostics

This course presents Advanced Cardiopulmonary Diagnostics, including Respiratory Monitoring, Hemodynamic Monitoring, Cardiac Assessment, Blood Chemistry, Hematology, Imaging of the Thorax, Specialized Pulmonary Function Testing, Interventional Pulmonary Procedures, Polysomnography, Nutritional Assessment and Cardiopulmonary Exercise Assessment. Special emphasis is placed on advanced aspects of these diagnostics, which are not typically presented, in ASRT level Respiratory Care training programs.

RCP 360 **4.5 Credits**
Advanced Cardiopulmonary Pathology I

This course presents a detailed discussion of the etiology, pathogenesis, pathology, diagnosis, history, prognosis, manifestations, detection and treatment of cardiopulmonary diseases. The Advanced Respiratory Care Practitioner presents diseases and disorders in a "Grand Rounds" Case Study approach with strong emphasis on assessment and treatment recommendations.

RCP 365 **4.5 Credits**
Advanced Cardiopulmonary Pathology II

This course continues from Advanced Cardiopulmonary Pathology I the detailed discussion of the etiology, pathogenesis, pathology, diagnosis, history, prognosis, manifestations, detection and treatment of cardiopulmonary diseases. The Advanced Respiratory Care Practitioner presents a new group of diseases and disorders in a "Grand Rounds" Case Study approach with strong emphasis on assessment and treatment recommendations. (Prerequisite: RCP 360 or with the consent of the Dean.)

RCP 410 **4.5 Credits**
Advanced Neonatal Pediatric Pathology

This course covers the diversity of respiratory problems encountered by neonates and children. Each disorder is discussed in terms of presentation, pathophysiology and diagnosis. Aspects of treatment are also introduced to prepare the student for the Advanced Neonatal/Pediatric Therapeutics course, which follows. Emphasis in Advanced Neonatal/Pediatric Pathology is placed on recent innovations in neonatal/pediatric respiratory diagnosis and

treatment. Congenital cardiac and pulmonary anomalies, which occur in roughly 4% of all live births, are also addressed herein.

RCP 415 **4.5 Credits**
**Advanced Neonatal-Pediatric
Diagnostics/Therapeutics**

This course covers the diversity of respiratory therapeutics and procedures now available for the treatment of infants and children. Special problems in the treatment of premature neonates are also presented. Emphasis is placed on advances in oxygenation, continuous positive airway pressure, mechanical ventilation, noninvasive positive pressure ventilation, high frequency ventilation, high frequency oscillatory ventilation, extracorporeal membrane oxygenation and surfactant therapy. Congenital cardiac and pulmonary anomalies and their treatment are also addressed herein. For each therapeutic modality, the indications, benefits, contradictions, monitoring considerations and adverse effects are thoroughly presented. Clinical Practice Guidelines for each modality are included in this discussion.

RCP 420 **4.5 Credits**
**Principles and Practices of
Disease Management**

This course presents principles and practices of disease management, and explores the role for Advanced Respiratory Care Practitioners in this growing field of medicine. Also considered are expanding roles for RTs in establishing and implementing protocols, clinical practice guidelines and pathways for care.

RCP 430 **4.5 Credits**
**Case Management in Acute
and Critical Care**

This course presents principles and practices of case management and disease management, with emphasis on the acute care setting. It includes clinical, legal, and ethical responsibilities of those involved in managing patient care. Specific examples of Case Management and Disease Management in respiratory disorders are presented. Readings from the AARC Respiratory Care Journal are utilized in the discussion forum for this course.

RCP 440 **4.5 Credits**
**Case Management across
the Continuum of Care**

This course continues the discussion of Case

Management and Disease Management. In this course the continuum of care is emphasized to include home care settings, long-term care settings, LTACH hospitals and other sites of care. Specific examples of Case Management and Disease Management in respiratory disorders are presented. Readings from the AARC Respiratory Care Journal are utilized in the discussion forum for this course.

RCP 450 **4.5 Credits**
**Advances in Emergency
Response and Preparedness**

This course is designed to help healthcare workers understand their role in providing continuous care for patients in the event of an emergency and recognizing types of emergencies and disasters. The course will also demonstrate the importance and knowledge to implement a Rapid Response Team within a hospital.

RCP 460 **4.5 Credits**
Advances in Critical Care Medicine

This course presents advances in Critical Care Medicine, and the role of the Advanced Respiratory Care Practitioner in this setting. It includes advanced respiratory/hemodynamic monitoring, state-of-the-art mechanical ventilation practices, noninvasive ventilation, as well as treatment of acute lung injury, ARDS, cardiac failure, trauma, burn/inhalation injury and other disorders commonly seen in the critical care environment. A new credential being offered by the National Board for Respiratory Care, Adult Critical Care specialization, is also presented for those interested in pursuing this professional designation.

Sociology

SOC 110 **4.5 Credits**
Death and Dying

This course focuses on the social and cultural aspects of death, dying, and bereavement. Topics include ethical issues, the dying child, suicide, and the process of grief and bereavement.

SOC 220 **4 Credits**
Sociology

This course addresses the relationships among different social institutions. It examines the dynamics in social groups. Topics covered include the concepts of control, inequity, and change within social groups.

SOC 240 **4 Credits**
World Cultures

This course is designed to provide students with a background on cultural intelligence and its relevancy in the workplace. Students will explore the various cultures they belong to and how these impact their perceptions. Students will also learn how self-efficacy and the concept of self influence cultural intelligence. Student emphasis will focus on improving cultural intelligence skills to positively impact their personal and professional lives.

SOC 400 **4 Credits**
Sociology of Aging

This course contains an interdisciplinary approach that provides the concepts, information, and examples students need to achieve a basic understanding of aging as a social process. This course addresses a broad range of societal issues and covers concepts associated with an aging population. It examines the concept of aging on both an individual and societal level. Major topics include: the history of aging in America; physical aging; psychological aspects of aging; personal adaptation to aging; death and dying; community social services; how aging affects personal needs and resources; and government responses to the needs of aging.

Statistics

STA 322 **4 Credits**
Statistics

This course focuses on the practical skills needed in statistics analysis. Topics include distributions, relationships, randomness, inference, proportions, regression, and variance. Emphasis is placed on understanding the use of statistical methods and the demands of statistical practice. (Prerequisite: MAT 220 or with the consent of the Dean.)

STA 325 **5 Credits**
Statistics

This course focuses on the practical skills needed in statistics analysis. Topics include distributions, relationships, randomness, inference, proportions, regression, and variance. Emphasis is placed on understanding the use of statistical methods and the demands of statistical practice. (Prerequisite: MAT 225 or with the consent of the Dean.)

Visual Web Design

VWD 101 **5 Credits** **Introduction to Front End Web Development**

This course introduces the digital tools used in visual communication and web development. Students will learn the basic function and utility of industry-standard hardware and software. In addition, students will learn best practices in design workflow, including file organization, file management, and system backup and maintenance.

VWD 190 **5 Credits** **HTML/CSS Basic Syntax and Structure**

This course introduces the basic structure and syntax of HTML and CSS. Students will learn the tag structure of a web page, while learning how to use CSS to create alignment and styling for those elements. Emphasis will be to build page structure for web and mobile devices while implementing HTML and CSS best practices in site management and creation of pages and micro pages.

VWD 195 **5 Credits** **Scripting Languages I**

This course introduces the basic structure, functions, and syntax of JavaScript. Students will learn the key fundamental features of writing client-side JavaScript to create dynamic web pages or applications. Additionally, students will learn how to manipulate HTML and CSS using JavaScript to create dynamic website elements and styling.

VWD 210 **5 Credits** **Project Management for the Web Design Process**

This course introduces web design and development life cycle methodologies related to project management. Students will learn web or application development and testing with regards to best practices, maintenance and extensibility. Additionally this course will focus on the web design process using creative and innovative UX (User Experience) design principles.

VWD 214 **5 Credits** **Database Building with MySQL**

This course introduces the fundamentals of creating a well-designed database using MySQL. Students will learn to use database

architecture and MySQL syntax to create and manipulate stored data using simple MySQL statements.

VWD 225 **5 Credits** **Server Side Scripting I**

This course introduces the basic structure, functions, and syntax of PHP. Students will learn the key fundamental features of writing in a server-side scripting language to create dynamic web pages or applications. Additionally, students will learn how to incorporate PHP into HTML code to create dynamic website elements that will visually engage the viewer.

VWD 295 **5 Credits** **Animation Scripting**

This course focuses on developing web-based animations using CSS3, HTML5, and JavaScript. Students will focus on CSS manipulation, animation effects, and HTML event methods to improve the user experience with engaging visual elements.

VWD 299 **5 Credits** **Personal Branding and Marketing Strategies for Web Design**

This course provides an opportunity for students to reflect on past projects to identify gaps. Students will then determine strengths that will define future pathways for employment goals in the Web design industry. Emphasis will be placed on developing a cohesive personal brand, marketing strategies, and creating a portfolio to showcase their design and coding skills.

VWD 320 **5 Credits** **Responsive Web Design**

This course focuses on designing responsive layouts for mobile, tablet and desktop devices. Students will learn multiple techniques for creating a responsive website or application.

VWD 325 **5 Credits** **Server Side Scripting II**

Students will learn to incorporate MySQL with PHP to create dynamic web page database components. This course will focus on scripting, visual design, data validation, secure data processing, and debugging. (Prerequisite: VWD225).

VWD 350 **5 Credits** **Creativity with HTML5 and CSS3**

This course focuses on the creative elements of HTML and CSS. Students will learn to incorporate visual elements utilizing HTML and CSS code, and advanced CSS attributes and properties to create graphics for a web page.

VWD 395 **5 Credits** **Scripting Languages II**

This course will focus on industry standard scripting libraries to learn core concepts, common patterns, services, routing, and test script developed. Students will learn the best practices in building fully-functioning web applications utilizing various scripting library frameworks.

VWD 490 **5 Credits** **Front End Web Design and Development Portfolio**

In this portfolio course, students will revise pieces completed over their degree journey to a professional level. The focus of the class will be on building a strong collection of projects that showcase their web design and development skills. Emphasis will be placed on preparing to enter the job market by refining their personal brand and skillset, building up networking strategies, and honing interviewing skills.

Equipment Facilities

Equipment – Independence University

Independence University (branch of Stevens-Henager College West Haven (Ogden)) is located near a major freeway with easy access for employees and students. The resident program is housed with classroom space and administrative offices.

IU currently shares in the leasing of systems and services through Rackspace and Canvas. These include the following shared servers: Canvas, Email, Domain Controller, Web Server, File Server, two database servers (Canvas and CampusVue), and terminal servers for accessing the CampusVue application. Rackspace provides cooling, power, data backup, monitoring, hardware support, bandwidth (connectivity) and security for the leased systems.



ACADEMICS

Attendance

Attendance/participation is essential to a student’s successful completion of each course, including externship.

Students taking a fully online course are expected to participate, at a minimum, of four (4) days each week in their course. Online course participation occurs through the college’s Learning Management Systems (LMS).

Several LMS participation activities count as attendance, including: submitting homework assignments, taking assessments, online reading in the LMS course shell, participating in discussion board chats, and completing daily checkpoint activities. The daily checkpoint activities tie directly to learning objectives, with gradable questions each day, and only for that day. Completion of daily checkpoint activities is included as part of the student’s online course grade.

If an online student fails to attend/participate in his/her online course for five (5) consecutive days, then the student will be contacted by Student Services about their poor attendance/participation and will be reminded/encouraged to actively attend/participate in his/her course.

If the student fails to resume attendance/participation in his/her online course, then he/she will receive a daily notice from Student Services reminding him/her to attend/participate in the course. These daily notices will also include a warning that failure to attend/participate for fourteen (14)

consecutive days will result in termination from the program.

If an IU student has no attendance/participation for ten (10) days, then he/she will receive an Attendance Warning Letter.

Level of attendance	Action
Fails to participate 5 consecutive days	Warning Notice sent
Fails to participate for 10 consecutive days	Placed on Attendance Warning, Meet with Dean
More than 14 consecutive days absent	Termination

*IU defines a week as 7 days starting Monday and ending the following Sunday.

Respiratory Care BS Completer Programs

Students are required to attend all classes, laboratories, and clinical sessions. In the event that a student must miss a day, then the student must inform the instructor. If a student misses a day for a severe illness or emergency, then the student must notify and meet with the Program Director.

Attendance is required for all clinical assignments. Students cannot change their clinical schedule without prior approval from the College. All absences must be made up within the current clinical rotation. Clinical tardiness is treated as an absence.

Independence University does not accept leaves of absence.

Class Size

Class size will vary. The maximum scheduled for laboratory classes is 25, and the maximum scheduled for lecture classes is 60 students. The maximum scheduled for online classes is 45 students.

Class Schedule

Classes are offered by online instruction.

Course delivery methods:

1. Asynchronous Distance: Internet-

based courses that are not time or location specific. A student interacts with the coursework, prepared by an instructor, using the Internet and our Learning Management System.

2. Synchronous Distance: Internet courses that are time but not location specific (i.e., classes are scheduled for a specific time but can be accessed via the Internet). Students interact in real-time with classmates and the instructor using the Internet and a software product called Zoom. Zoom allows the students to ask questions either verbally or through text and get responses immediately.

Scheduling

Courses are scheduled so that students should be able to complete all program requirements on time unless the student fails courses, fails to achieve core requirements, or withdraws and re-enters. Students with transfer credits may experience disruptions in their schedule. If any of these circumstances occur, the institution will make every effort to schedule the student with a full schedule each module; however, courses will not be scheduled simply to facilitate the student who has interrupted his or her schedule. Students are urged to do everything possible not to interrupt their schedule.

Clinical: The times and locations of clinical rotations are variable and depend upon hospital demands. In their clinical rotations, students will spend 36 hours per week at a clinical setting (hours and schedules vary by site, but students should plan on working the day shift). Due to the dynamic and limited nature of the clinical environment, students do not necessarily receive their choice of clinical sites. Students, at their own expense, may have to travel to participate in clinical rotations.

Externship Requirements

Externships must be attended during normal office hours only, and students are responsible for transportation to the externship site. Some employers may make an offer of employment at the end of the externship, but employment is not guaranteed. Externships are assigned by the campus to provide general experience in a field of training but not specific experience within a field. Students may not expect to receive an externship in any specialization within a given field.

Although the Institution tries to take into consideration specific location and/or skill preferences, externship sites are assigned based on availability. Continuing availability may be compromised due to certain factors beyond the Institution's control, including local economic conditions, state regulatory actions, failure of students to attend

externships or meet site guidelines, and unreasonable student demands for alternative sites. Students must comply with any and all conditions prescribed by the sites, the Institution, the state accrediting body, or any other third party regarding attendance, conduct, and participation at the sites. If an extern is dismissed from more than one site, the extern will then be responsible for securing a new site.

There may be situations where a student desires a specific certification following graduation that requires the completion of externship hours or clinical work beyond what is offered in the program. The institution will assist the graduate with these requirements but makes no promise or guarantee as to the availability of additional externship sites or clinical opportunities.

If you have prior misdemeanor or felony convictions, you may be subject to denial of externships, employment opportunities, and/or professional licensure. You are advised that, in order to comply with clinical or employment requirements, you may be required by some hospitals or businesses to undergo a criminal background check and/or drug screening.

Course Load: Students will routinely be scheduled in courses totaling at least 18 quarter credits every sixteen weeks. However, course loads may vary from module to module depending upon the student's program, academic performance, and other variables.

Make-Up Work

Students who have been absent are expected to make up all missed work prior to returning to classes and to proceed with the new course material in the original sequence. Courses are normally delivered by the traditional lecture/lab instructor-led method. In special circumstances, these same courses may be delivered in an alternative style.

Transfer of Credit for Undergraduate Programs

Credit Transfer from Another College

Credits from other institutions which are accredited by an agency recognized by the U.S. Department of Education may transfer when the course submitted for consideration is of comparable scope and content to the campus's own courses. International credits will be reviewed on an individual basis. Transfer of credit is at the judgment and discretion of the Dean and/or the Campus Director. The institution does not currently have any formal articulation agreements to accept credit from other schools. The maximum transfer credits allowable from other institutions are:

To a associate's degree programs: No more than 75% of the credits may be transferred. Transferred credits must be C- or better. Credits in core courses may not be more than 15 years old and credits in core technical courses may not be more than 8 years old. General education courses have no time limit. Credits within the time limits may still be rejected if appropriate for educational relevancy.

To a bachelor's degree program: No more than 75% of the credits may be transferred. Transferred credits must be C- or better (B for nursing and C for Respiratory Therapy). Credits in core courses may not be more than 15 years old and credits in core technical courses may not be more than 8 years old. General education courses have no time limit. Credits within the time limits may still be rejected if appropriate for educational relevancy.

Transfer Credit Process

The applicant must supply a college transcript for transfer of credit to occur. For courses that do not match the institution's current courses, a catalog or course syllabus must be provided.

Course Numbering

Generally, 100- and 200-level courses are for associate's-level work, 300- and 400-level courses are for bachelor's-level work, and 500- and 600-level courses are for master's-level work. In transferring in credits, no 100- and 200-level courses may be used to satisfy our 300- and 400- or 500- and 600-level courses. However, 300- and 400- or 500- and 600-level courses for another accredited institution may be used to satisfy 100- and 200-level courses at our institution if the course descriptions are similar.

Course Credits

A sufficient number of credits earned from the transferring institution must equal the credits we grant for a course. Example: a sociology course transferred to us must be 4 quarter credits or 3 semester credits to satisfy our sociology course requirements. (Semester credits x 1.5 = quarter credits).

Continuing Education Units/Seminars

Credits for Continuing Education Units (CEUs) or seminars may not be transferred to satisfy courses at our colleges. A student who has continuing education units and/or seminars in courses scheduled in the student's program, may challenge the course by passing the examination with a score of 90% or greater. If the student passes the examination, the student will receive a grade of PE on his or her transcript.

CLEP, DANTES, AP, and Certification Credit

The college may award credit to students who score at or above established levels on College-Level Examination Program

(CLEP), Defense Activities for Non-traditional Education Support (DANTES) examinations, Advanced Placement (AP), and college recognized certifications (i.e., Cisco, Microsoft, A+, etc.). Some core courses may not be transferable (i.e., medical clinical core courses). Information regarding specific CLEP, DANTES, and AP equivalents/scores may be obtained from the Dean or Campus Director. Tuition is adjusted accordingly.

Pass by Exam

Students may challenge out of a course by taking a competency examination. To successfully earn credits the student must score 90%(80% for APP101/APP110 - Computer Fundamentals) or better on the challenge exam. The challenge exam must be completed and scored before or during the first day of the module in which the course is scheduled. Courses passed by challenge exam will be awarded a "PE" (Pass by Exam) grade, will not count as attempted credits and are not eligible for VA benefits or federal financial aid. There will be no charge to the student for courses passed by examination.

Prior Learning Assessment

A student may be eligible for college credit earned through life experience. These experiences may happen through work, the military, community related activities, free online education such as MOOC, or other independent studies. The following process applies to PLA credit:

1. The student must be in good standing (academic, financial, and conduct) with the college in order for an application to be processed.
2. The student must complete the Prior Learning Assessment Form and a portfolio and submit these to the dean at least thirty (30) days prior to being scheduled for the course.
3. The portfolio must include the following:
 - a. Name of course, course description (from catalog), and the course objectives;
 - b. Cover letter that summarizes why the student believes he/she has experience demonstrating mastery of the course objectives (usually one page);
 - c. A statement or short report (1-3 pages) for each course objective explaining how the student has experience that demonstrates mastery of the course objectives; and
 - d. Supporting documents including resume, performance reviews, certifications and awards.

The Prior Learning Assessment Form and portfolio are reviewed by the academic staff to determine whether the

submitted materials demonstrate that the student has mastered the learning objectives of the course.

If the portfolio is approved, credit for the course is awarded with a “PE” (Pass) grade. PLA courses do not count as attempted credits.

Credit Transfer to Other Colleges

Graduates or students who are considering transferring from the college to other institutions should recognize that programs at the college are specifically tailored to career preparation. Courses that make up such programs are not generally transferable to other colleges, particularly in programs that emphasize general or liberal education. It should also be noted that in any transfer situation, regardless of the colleges involved, **the acceptance of credits is at the sole discretion of the accepting college and our Institution makes no representations whatsoever concerning the transferability of any college credits to any other institution. Our Institution’s credits generally are not transferable to other colleges** unless a written articulation agreement between our institution and another institution has been negotiated. See the director of admissions or the Campus Director for details of any articulation agreements.

Credit Transfer from Affiliated Colleges

Graduates or students who are transferring within the affiliated college system will have their credits automatically accepted. Graduates of associate’s degree programs within the affiliated college system may transfer credits to an applicable full bachelor’s degree, not a bachelor’s completion degree.

When a student transfers from one affiliated campus to another, grades, grade point averages (GPA), and satisfactory academic progress (SAP) status transfer with the student. In other words, if a student is on academic probation and transfers from one campus to another, the student will remain on academic probation. Likewise, a student who transfers from one campus to another with a GPA that warrants honor status will retain that status at his or her new campus.

Credit Transfer for Veterans, Active-Duty, Reserve/Guard, and Dependents

The institution maintains a written record of the previous education and training of veterans or eligible persons. No more than 25% of a transfer student’s prior academic work will be accepted towards a degree, with the training period shortened proportionately. The veteran or eligible person will be notified of prior credit granted.

Special Conditions for Students Eligible for Military Benefits

The institution requires, for academic residency, a minimum of 25 percent of the degree requirements for all degrees to be completed in residency at any time for active-duty servicemembers, reservists, and National Guardsmen, and their dependents.

With respect to transfer of credit, the institution recognize and use the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in determining the value of learning acquired in military service, and awards credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations and/or those transcribed by the community college of the Air Force, when applicable to a servicemember’s program.

Program Transfers

Efforts are made to direct students to the program of study best suited to achieving skills and competency; however, at times a student may request a program transfer.

All credits earned in the original program that apply to the new program will be automatically accepted. All grades associated with credits earned in the original program will be calculated towards satisfactory academic progress in the new program.

Students are required to apply in writing to the Provost for a program transfer, and must be approved by a Financial Planning Officer and the Provost. Any exception to this policy is at the discretion of the Provost.

General Grading Guideline for Undergraduate Programs

Grade	%	Grade Points	Explanation
A	94–100	4.0	Excellent
A-	90–93	3.7	
B+	87–89	3.4	
B	84–86	3.0	Very Good
B-	80–83	2.7	
C+	77–79	2.4	
C	74–76	2.0	Average
C-	70–73	1.7	
D+	67–69	1.4	
D	64–66	1.0	Poor
D-	60–63	.7	

Passing grade for Associate’s and BS degree programs; grades for state licensing requirements may vary from graduation requirements.

F	59 or below	0	Failing
I		0	Incomplete

An Incomplete (I) grade turns to F within four weeks of the end of the module if work is not completed for an academic grade.

*See Course Withdrawal section.

**PE grades are issued for courses taken by exam. Both PE and IP do not affect the GPA calculation.

Previous Grading System:

WP/WF	N/A	Withdrawal (Pass/Fail)
NA	N/A	Not Attempted

NOTE: PE, IP, W, WP, WF, P, and T do not affect the GPA calculation.

Independence University Grading Guidelines:

Students in a master's program must earn a 2.0 or better in master's level courses in order to count them toward graduation.

Incompletes

Incomplete grades are counted as credits attempted and affect the maximum time frame, but do not affect the grade point average. An incomplete (I) grade may be issued to a student who is passing a course but who has not completed all required work. The student will be allowed up to four weeks to complete the coursework. When the coursework is completed, a grade will be issued for the course. If the work is not completed during the allotted time, the incomplete (I) will revert to an "F".

When calculating the GPA for purposes of determining satisfactory progress, an incomplete (I) is equivalent to an "F". The student accumulates no quality points for the course, but the number of credits assigned to the course is included in the total number of credit hours attempted. If the incomplete prevents a student from meeting graduation requirements, the student will not be eligible for employment assistance services.

Non-credit Remedial Courses

Non-credit remedial courses do not affect satisfactory academic progress. The student does not earn an academic grade, nor is the non-credit remedial course counted toward the maximum time frame.

Prerequisite Courses

If a student fails a course that is a prerequisite for another course (conditional course), the student must successfully

complete the prerequisite course before taking the conditional course; there are no exceptions to this policy. If a student fails a course that is not a prerequisite for another course, the student may continue in the program and repeat the course at a later date, provided that the maximum time frame standards are not exceeded.

Grade Reports

The students can print a report of their grades electronically through the student portal. For purposes of academic progress and graduation, the cumulative GPA from the student transcript is used.

Student Records

All student records are kept for at least five years from the last date of attendance unless they are subject to a U.S. Department of Education program review that is outstanding beyond such five-year period, in which case the records are kept until the completion of the review. To review records, students or alumni should contact the campus registrar.

Transcript Policy

Independence University has partnered with Parchment® to securely order and send Official Transcripts at a cost of \$5.00 per request. Students and Graduates can order Official Transcripts at: <https://www.parchment.com/u/registration/54489/account> Graduates may request a diploma replacement for a \$25 fee.

A student with a hold on their financial account is not eligible to receive an official transcript until the hold is resolved.

Grades of transferred courses from other institutions are recorded as a "T" grade and do not contribute to quality points in calculating the student's cumulative GPA at our colleges.

Family Educational Rights and Privacy Act of 1974

In compliance with the Family Educational Rights and Privacy Act, which became law on November 19, 1974, the College hereby notifies all students of their rights in connection with educational records maintained by the College. All students are entitled to review their educational records maintained by the institution by making a request to the Campus Director. Within forty-five (45) days after the request is made, the educational records of the student will be made available to the student. If the student believes that information in the educational records is inaccurate or misleading or violates the privacy or other rights of the student, the student may request that the institution amend the records. If the institution

refuses to amend the educational records of the student, the institution will inform the student of the right to a hearing to seek the correction of information in the educational records. At the hearing, the student will be afforded an opportunity to present evidence that is relevant to the issues, and the student may be assisted or represented by an individual of his or her choice at his or her own expense, including an attorney.

The decision of the institution shall be based solely upon the evidence presented at the hearing. If, as a result of the hearing, the student believes that the information is not accurate, is misleading, or otherwise is in violation of the privacy or other rights of the student, the student has the right to place in the educational records a statement commenting upon the information in the education records and/or setting forth any reasons for disagreeing with the decision of the institution.

The institution maintains student records on the campus premises for a period of not less than five years. The institution maintains student transcripts in perpetuity.

A student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Satisfactory Academic Progress for Undergraduate Programs

Standards of Satisfactory Academic Progress

All students, including VA students, must progress satisfactorily toward meeting graduation requirements. Academic progress is measured in two ways: (a) grade point average, and (b) course completion. The academic progress of each student will be reviewed at the end of every term. A student is considered to be making academic progress if his or her grade point average is above the minimum requirement and the student has successfully completed at least 67% of the credits attempted, otherwise known as the completion rate standard. The evaluation points, grade

point average standard, and the completion rate standard are provided in the table listed.

Required Evaluation Point	Minimum CGPA with 67% of Credits Attempted/ Completed
(Bachelor's Degree Program)	
First term	1.0
Second term	1.5
Third term	1.8
Fourth term	2.0
End of each term until 150%	2.0
(Associate of Applied Science and Occupational Associate's Degree Program,)	
First term	1.0
Second term	1.5
Third term	2.0
Graduation	2.0
150% of the program	2.0

Maximum Time Frame

Students must complete their program within one and one half times the credit hours required to complete the program. Students must complete 67% of their credits attempted in each evaluation period in order to meet satisfactory academic progress standards. The student must complete the program within the maximum time frame in order to graduate.

For example, if a program requires 90 credit hours to graduate, the student can take up to 135 credits in order to complete the program. Taking extra credits occurs primarily when a student has to repeat a course. Students who reach their maximum time frame and have not graduated must be dismissed from the institution.

Calculation of SAP

Satisfactory progress and successful course, completion is not affected by "passed by examination" (PE).

Incomplete grades are counted as credits attempted and affect the maximum time frame but do not affect the grade point average. When calculating the GPA for purposes of determining satisfactory progress, an incomplete (I) is equivalent to an “F”.

Pass/fail courses, credit/no-credit courses, and courses assigned a grade of IP are counted as credits attempted and affect the maximum time frame but are not considered in the grade point average calculation. Non-credit remedial courses do not affect satisfactory academic progress. The student does not earn an academic grade, nor is the non-credit remedial course counted toward the maximum time frame.

A withdrawal grade (W) is counted as credit attempted, but not completed, and will adversely affect a student’s satisfactory academic progress. A grade of W does not affect the student’s cumulative GPA (CGPA).

In the case of a program transfer, all credits earned in the original program that apply to the new program and meet the minimum grade requirement will be automatically accepted. All grades associated with credits earned in the original program that apply to the new program will be calculated toward satisfactory academic progress in the new program as credit completed and also contribute to quality points in calculating the student’s cumulative GPA.

In the case of a previously earned credential, all credits earned in the program that apply to the current program and meet the minimum grade requirement will be automatically accepted. All grades associated with credits awarded in the earned credential that apply to the current program will be calculated toward satisfactory academic progress in the current program as credit completed and also contribute to quality points in calculating the student’s cumulative GPA.

Grades of accepted transferred courses from other institutions, including those from previous credentials, are recorded as a “T” grade and count as credit completed, but do not contribute to quality points in calculating the student’s cumulative GPA at our colleges.

When a student transfers from one affiliated campus to another, grades, grade point averages (GPA), and satisfactory academic progress (SAP) status transfer with the student. In other words, if a student is on academic probation and transfers from one campus to another, the student will remain on academic probation.

Course Repetitions

Programs are not designed to facilitate course repetitions due to the short, fast-paced, and intense nature of the coursework. If a student fails a course or earns a non-passing grade (see General Grading Guidelines), that course

could be repeated, provided it is offered again within the maximum time frame. The Dean or Program Director must approve all course repetitions. Each attempt is recorded on the student transcript but only the highest grade is reflected in the cumulative GPA. Each attempt at the course would be counted as a “course attempted” in the calculations for successful course completion and maximum time frame. Repeating a course in a program will result in the assessment of tuition charges at the current credit hour rate. A course may be taken a maximum of three times.

If a student fails a course or earns a non-passing grade three times, he or she will be dismissed from the school. If a student fails to do so the may elect to transfer to another program or be dropped from the University.

Satisfactory Progress Verification

When financial aid electronic disbursement rosters are received, the financial aid officer at Central Financial Aid (CFA) quickly checks that the student is eligible for the disbursement. If the student does not have the required time and credits, it is so documented on the student’s academic record.

The Director of Financial Aid at CFA is fully responsible and accountable for verifying and documenting that the student is entitled to the funds by checking the required time and credits correlating to satisfactory progress.

Financial Aid Warning

To ensure a student’s success in a program, the grade point average and completion rate are reviewed by the Dean at the end of each evaluation point. If a student is in danger of falling below the required standards of academic progress, the student is advised. If a student fails to achieve the required GPA and/or fails to complete 67% of the credits attempted in an evaluation period, the student will be placed on Financial Aid Warning Status for the next evaluation period. A student on Financial Aid Warning Status will have until the next evaluation point to meet the minimum standards of academic progress. Students on Financial Aid Warning Status remain eligible for financial aid funding.

Dismissal

Student termination may result from unsatisfactory academic progress, unsatisfactory course completion, failure to achieve the appropriate proficiency level within the prescribed timeframe, use of controlled substances on campus, carrying of weapons on campus, conduct detrimental to the institution, failure to comply with financial aid regulations, or non-observance of other student regulations. A student who is dismissed may appeal to the Campus Director of the College, who will make

the final determination.

Students may be terminated from the institution, without a right to appeal, after 14 consecutive days of non-attendance. However, the student will be allowed to petition for readmission.

Dismissal for Unsatisfactory Academic Progress

If a student on Financial Aid Warning Status fails to achieve the minimum standards of academic progress at the end of the next evaluation period, the student immediately becomes ineligible for federal financial aid and is dismissed (immediate dismissal is suspended if the student files an appeal). A student who fails to meet SAP standards at the end of their FAWS period may file an appeal (see next section) with the Appeals Panel. The Appeals Panel will determine if the student is eligible for continued enrollment and access to federal financial aid. If a student's appeal is denied, the student is dismissed.

Appeal

A student dismissed for failing to meet the minimum standards of academic progress has the right to appeal the dismissal. The appeal must be done in writing and submitted in the form of a letter to the Provost. The letter must include the following:

1. Explain the reasons why the student was unable to meet the minimum standards of academic progress including any mitigating circumstances;
2. Provide documentation in support of any mitigating circumstances;
3. Describe what has changed that will allow the student to be able to meet the minimum standards of academic progress; and
4. Detail what the student will do moving forward to ensure that he or she will be successful in his or her program of study and will be able to achieve the requirements for graduation.

The appeal will be reviewed by a institution Appeals Panel. The student may be requested to meet with the Panel to discuss the appeal and provide additional information. Once the appeal letter and documentation are reviewed, the student will be notified if his or her appeal has been granted or denied.

If the appeal is granted, the student may be reinstated to his or her program of study. The student is placed on academic probation for one evaluation period, and during that time, access to financial aid is reestablished. If the appeal is denied, the student will not be allowed to reenter institution nor will

the student be allowed to transfer to an affiliated institution within the system.

Financial Aid Probation

When a student is placed on Financial Aid Probation Status, he or she will be required to do the following:

1. Agree to a written academic plan that specifies how the student will regain satisfactory academic progress. The plan may include but is not limited to mandatory tutoring, scheduled advising sessions, extra course assignments, repeating a course for which the student received a failing grade, repeating a course from which the student withdrew;
2. Sign the academic plan (a copy of the plan will be kept in the student's file); and
3. Meet weekly with the Faculty Program Advisor to review how well the student is advancing on the academic plan, and how well he or she is progressing in meeting the minimum standards of academic progress.

If a student on Financial Aid Probation Status does not achieve the minimum standards of academic progress at the end of the evaluation period established in the written academic plan, the student is dismissed from the institution and cannot appeal the dismissal. Access to financial aid is suspended. Additionally, if the student at any point in the evaluation period does not perform as required based on the academic plan, the student may be dismissed from the institution sooner than the end of the evaluation period.

Campuses are required to promptly notify the Veterans Administration when a student receiving VA benefits is placed on academic probation.

Mitigating Circumstances

Mitigating circumstances are those conditions which the student has little control over, and most often have an adverse effect on academic progress. Mitigating circumstances must be documented and are limited to the list below:

1. Death of an immediate family member;
2. Illness of an immediate family member where the student is the primary caretaker or is the primary source of financial support;
3. Student illness requiring hospitalization;
4. Abusive relationship;
5. Prolonged divorce proceeding;
6. Previously undocumented disability;
7. Work-related transfer during the evaluation period;

8. Change in work schedule during the evaluation period;
9. Unexpected loss of employment;
10. Natural disaster;
11. Financial hardship such as foreclosure or eviction; and
12. Loss of transportation where there is no alternative transportation.

Cancellation and Withdrawal

Canceling Enrollment Prior to Starting Class

If you are not accepted into the University your enrollment agreement will be cancelled, and the University will refund all money paid within 30 days. You may cancel the enrollment agreement within three (3) business days and receive a full refund of all money paid within 30 days. If you have not visited the institution prior to enrollment, you may withdraw without penalty within three business days following a tour of the University facilities and inspection of equipment where your education services will be provided (This provision is not applicable to students who are taking a program at the University that is delivered in a distance education, online, format). You will also receive a full refund within 30 days if your educational services are discontinued by the University or if your starting date is postponed by more than 90 days.

Cancellation After Classes Have Started

You may cancel enrollment for any reason up until midnight of the fifth day of scheduled classes in the first module of the first academic year, and the institution will refund any monies paid, minus an administrative fee of \$150.00 and any charges for books and equipment not returned and uniforms issued. Thereafter, you may terminate your enrollment by giving written notice to the institution. Such notice is effective when the institution receives the notice. The written notice of cancellation need not take any particular form.

False Start Period

The first three weeks of attendance is considered an evaluation period that allows both the University and the student to determine if the educational program is a good fit. At the end of the three-week period, if either the college or the student determines that the student may not have the commitment, readiness, desire, or ability to succeed in the program, the student's enrollment will be cancelled, all charges will be removed from the student's ledger, and any payments received will be refunded.

Course Withdrawal

A student who withdraws from a course receives a grade of W. A student may officially withdraw by the first Friday at the end of the first week of the module.

All courses with a final grade of W are considered attempted credits and will be charged tuition accordingly. PELL and SEOG can be awarded for courses given a grade of W.

Since a grade of W is counted as credit hours attempted but not completed, it will adversely affect a student's Satisfactory Academic Progress (See Standards of Satisfactory Progress). A grade of W does not affect the student's cumulative GPA (CGPA).

A grade of W may only be issued in the following circumstances:

- A student has attended at least one day of the class during the first week of the module and then formally withdraws with the Registrar before the end of the first week of the module.
- A student has attended beyond the first week of the module, is in good standing (good attendance and passing grades), and is forced to withdraw due to extenuating circumstances which are limited to verified medical problems including pregnancy (either with the student or his or her immediate family), military obligations, jury duty, or death in the family that causes extended hardship. If a student attends beyond the first week of the module and then withdraws for reasons other than those listed above, a grade of F will be issued. An F grade academically lowers the student's grade point average and adversely affects the student's academic progress.

Program Withdrawal

Students who find it necessary to withdraw from a program should have an interview with one of the following: Dean, Registrar, Faculty Program Advisor, Student Services Advisor, or Associate Dean of their program. The student is also required to have an exit interview with a representative of the Financial Aid Office. If a student provides notice of withdrawal in writing, the date on which the notice is mailed with appropriate postage is the date of withdrawal.

Readmission

Readmission to the institution following dismissal or withdrawal will be at the sole discretion of the institution. Students whose enrollment has been terminated may appeal the termination to the Campus Director or the Dean in writing for reinstatement. The written request should contain a summary of why the student feels he or she should be

readmitted. All students seeking re-entry must participate in a readmission interview with an Admissions Consultant, and complete the Re-entry Applicant Questionnaire. The Campus Director or Dean shall review all requests on a case-by-case basis. Mitigating circumstances will be taken into consideration. However, the institution reserves the right to refuse to readmit any student who does not meet the institution's academic or behavioral standards.

Re-establishing Eligibility for Federal Funds

If a student is allowed to return to the institution after being dismissed for unsatisfactory progress, he or she may reenter and must meet the above requirements before receiving Title IV aid. The student must make financial arrangements with the institution to pay for courses while reestablishing eligibility for federal funds. Once the student has met the requirements listed in the Financial Aid Probation subsection above, Title IV aid will be reinstated. If the student does not meet the satisfactory progress requirements during the probationary period of one academic year, he or she will be dismissed from the institution. The student may appeal the decision for dismissal in writing for mitigating circumstances. However, if a student cannot finish the program within the maximum time frame of 150%, then he or she will not be allowed to re-enter.

Student Conduct

Students at the institution are expected to conduct themselves as responsible adults. Expulsion, suspension, or some lesser sanction may be imposed for any of the following offenses:

1. Interruption or any manner of interference with the normal operation of the college;
2. Destruction, damage, or misuse of college equipment, facilities, or property;
3. Illegal possession, use, or furnishing of alcoholic beverages while on campus or while involved in college-related activities;
4. Illegal possession, use, or furnishing of drugs while on campus or while involved in college-related activities;
5. Physical, written (via electronic or other means), or verbal abuse of another person in the college community, whether such person is a student or college staff member (such abuse includes but is not limited to profanity, threats, and violent communications). The college reserves the right to report such abuse to law enforcement;

6. Theft of another's property occurring on college premises;
7. Participation in hazing;
8. Academic cheating or plagiarism;
9. commission of other offenses (including use of inappropriate Internet material) that in the opinion of administration may be contrary to the best interest of the college community.

Sanctions that may be imposed are:

1. Warning
2. Suspension
3. Expulsion

When appropriate, the institution will issue warnings prior to dismissing a student for poor conduct. The institution, however, may dismiss a student without warning if the offense is serious. The Campus Director makes the decision as to the seriousness of any offense. Additionally, termination for cause from externships may result in dismissal from the program, loss of time, loss of credit, and/or increased charges.

Academic Dishonesty

Cheating is defined as the giving or receiving of aid, whether written, oral or otherwise, in order for a student to receive undeserved credit on class work, homework, tests or any other assignment that is his or her own responsibility.

Plagiarism violates the central core of the college's educational philosophy. It involves stealing another person's work and claiming it as your own. It occurs whenever one directly copies another person's intellectual effort and integrates it into his/her class work without giving proper credit to the author.

Paraphrasing is defined as "a restatement of a text or passage giving the meaning in another form." (Webster's New Universal Unabridged Dictionary, 1996). When one paraphrases but intentionally omits authorship of the work, this too is a violation of academic honesty.

As a student, you have an individual responsibility to understand what cheating, plagiarism, and improper paraphrasing are. You must also be aware that the consequences for doing any of these activities are severe. Whenever you have doubt about what constitutes cheating, plagiarism, or paraphrasing, contact your instructor. With the advent of the Internet, the potential for cheating by simply cutting and pasting information into your paper is tempting. Be aware that these dishonest activities will not be tolerated and instructors have access to increasingly

sophisticated search engines to “test” the validity of your work. Plagiarism, in particular, is easily traced. Don’t do it.

between 3.50 and 3.75.

Consequences: Upon finding that a student has violated the policies on Academic Honesty, the consequences will be:

1. The first offense is failing the assignment.
2. The second offense is failing the course,.
3. The third offense is dismissal.

Dress Code

Students are required to dress modestly and in appropriate professional dress for any clinical, practicum or externship. Consult orientation materials for specifics on each program’s dress code. Failure to comply with the program dress code could result in losing your clinical, practicum or externship site.

Graduation Requirements and Awards for Undergraduate Programs

To be eligible for graduation, students must meet the following requirements:

1. Pass with a D- grade or higher all core and non-core courses.
2. Attain a 2.0 cumulative grade point average.
3. Pass the number of credit hours required for the program within the maximum time frame.
4. Satisfy all financial obligations.

Degrees/Diplomas Granted

Upon fulfillment of the graduation requirements, the student will be issued the appropriate degree or diploma, indicating satisfactory completion and passing of all program requirements. The institution offers programs leading to a diploma, an Associate of Occupational Studies degree, an Associate of Applied Science degree, a Bachelor of Science degree, and a Master’s degree.

Graduation Honors

A student may graduate with honors as follows:

- Summa Cum Laude for graduating with a 3.91 cumulative GPA.
- Magna Cum Laude for graduating with a cumulative GPA between 3.76 and 3.90
- Cum Laude for graduating with a cumulative GPA





STUDENT SERVICES

Student Services

Tutoring

Any student at any time can request tutoring by contacting a Faculty Program Advisor or a Student Services Advisor. Tutoring will be provided at no cost to the student by an advanced student, teaching assistant, instructor, or staff member.

Advising

Advising is an important service at the University. Each campus has administrators who guide students through problems that may arise while enrolled at the college. The administrator may enlist the expertise of community resource groups, Faculty Program Advisors, Student Services Advisors, Active Student Planners and Career Services Advisors in resolving student problems, whether personal or scholastic in nature.

Career Services

Students and graduates of the University are encouraged to utilize the assistance of the Career Services department throughout their academic and professional careers; there is no charge for the utilization of these services. The Career Services department mission is to assist students and graduates in making informed decisions about their careers, identify employment opportunities, and provide assistance with the skills needed

to complete a successful career search. Planning a career is a long-term process, and students are encouraged to understand and use the services available to them throughout their education. The University does not guarantee employment but can provide networking techniques, contacts, potential interviews, and guidance during the job seeking process. The Career Services department does not offer a resume-writing service, but rather provides models from which a student can write his or her own resume. The Career Services staff provides guidance and assistance to students and graduates in their career pursuits by providing feedback for a strong and effective resume and engaging in sound networking practices.

Graduates experiencing difficulty in securing employment have the opportunity to audit one or more courses at the University at no charge, to update professional skills, employment techniques, and social interaction.

A graduate requesting career services after a significant period of time away from the University should be current in vocational skills and conceptual understanding aligned with the program in which he or she graduated and therefore may elect to audit one or more courses at the University at no charge.

The University reserves the right to deny career services to any past or present students. Such denial can be based upon student conduct that may be significantly detrimental to the integrity of the University such as failing to pass a drug test, being fired from previous employment for illegal or immoral acts, committing acts against company policy, or being subject to a felony investigation or conviction. Students with a felony conviction may find it more difficult to secure satisfactory employment. Even some misdemeanors prevent employment depending upon the field being pursued.

Library

Library Services housed in the online Study Hall Academic Resource Center (SHARC) is available twenty-four hours a

day. It includes library research materials, access to tutoring and writing centers, the current version of the catalog, and attempts to provide all resources and access points to information critical to the success of the student. Full-time librarians manage the Library Services.

Campus Security

The University strives to provide a safe environment for our students' learning experience. Our facilities are located in business settings, and trespassing laws are enforced on our premises. If a crime is committed on our premises, college personnel are available to assist students.

Pursuant to the requirements of the U.S. Department of Education, colleges publish all known occurrences of crimes committed on campus. These statistics are available in the Financial Aid Office and are also part of the orientation materials. In the event of a crime, an incident report must be completed, and a police report may be filed. Any and all occurrences of crime committed on the campus should be reported immediately to the administration of the college. In the event a sexual assault should occur on campus, the victim and any witnesses present are to report the crime to campus officials immediately. In order that the crime can be fully investigated, the police will be contacted.

The college provides timely written information on personal safety and anti-crime measures as they become available. An annual report is available for all students and personnel of the college.

Sexual Harassment

Sexual harassment is an offense. Sexual harassment is defined as any unwelcome advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. If a student or employee has been the victim of any sexual offense, including sexual harassment, on campus or during a college-related activity, the offense must be reported at once to the Campus Director or administrator in charge. An investigation will be conducted.

Copyrighted Materials Policy and Sanctions

Unauthorized distribution of copyrighted material, including peer-to-peer file sharing and the unauthorized use of the college's information and its technology systems, may subject a student to civil and criminal liabilities and penalties of federal copyright laws.

Students engaging in unauthorized use of copyrighted materials, including peer-to-peer file sharing, illegal

downloading, or unauthorized distribution of copyrighted materials using the school's information-technology system, may face termination from the institution. In addition, the student may face criminal penalties as summarized below. This list is not all-inclusive, and the student needs to be aware of the severe sanctions imposed on violators of these policies.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to a copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages of "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringement. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, at its discretion, also assess costs and attorney's fees. For details, see Title 17, United States Code, Sections 504, and 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the web site of the U.S. Copyright Office at www.copyright.gov, especially the FAQs at www.copyright.gov/help/faq.

Student Complaint/Grievance Procedure

Student Complaint Hotline

A student who has questions or concerns that have not been fully addressed by the campus staff can contact the Student Hotline at 877-402-0954; or via email to:

wehearyou@independence.edu, or
or via regular mail to Student Hotline, 4021 South 700 East, Suite 400, Salt Lake City, UT 84107.

Alternative Dispute Resolution

While no one expects disputes and conflicts, sometimes they do occur, and it is in the best interests of the parties to resolve the dispute in the simplest, fastest, and least-expensive manner. The student therefore agrees to follow the three steps below:

Step One: Any and all disputes, conflicts, problems, controversies, or claims of any kind without exception arising from or connected to enrollment and attendance at the College (“dispute”) should first be taken up with the Campus Director. If the dispute is not then resolved, a written statement should be made of each party’s position and submitted to the Corporate Chief Executive Officer for a final decision. The parties may proceed to Step Two if the dispute is not resolved in Step One.

Step Two: The parties agree that any dispute should be resolved through mediation. Any such mediation will be held in the city in which the student resides. The parties agree to attend and make a sincere and good faith effort to resolve the dispute through this mediation.

Step Three: Jury Waiver and Agreement to Binding, Individual Arbitration

Both parties forever waive rights to a trial by jury and elect instead to submit all disputes (claims) to the binding, confidential decision of a single arbitrator. At the student’s election, the arbitration shall be conducted by the Better Business Bureau (“BBB”) or by the American Arbitration Association (“AAA”) under its Supplementary Procedures for Consumer-Related Disputes (“Consumer Rules”). The substantive law in the state in which the college is located shall be applied to the proceeding, except to the extent that federal substantive law would apply to any claim. The arbitration conducted under this agreement shall be governed by the Federal Arbitration Act, 9 U.S.C. § 1, etseq. Any proceeding relating to the interpretation, enforcement, or validity of this agreement, including proceedings relating to any award, shall be decided by the arbitrator and not by the court. Both parties agree that each provision is severable from this arbitration agreement and that all other terms shall remain in force.

Terms of Arbitration

1. Neither party shall file a lawsuit against the other in any court, and parties agree that any suit filed in a court shall be promptly dismissed by the court in favor of arbitration. Both parties agree that the party enforcing arbitration shall be awarded costs and fees of compelling arbitration.
2. The costs of the arbitration filing fee, arbitrator’s compensation, and facilities fees that exceed the applicable court-filing fee will be paid equally by the student and the college. The student will not be responsible for arbitration fees if the student proves hardship and, if represented by an attorney, he or she does not advance clients’ litigation costs. In that instance, the arbitration fees will be paid by the college.

The arbitrator has power to award the prevailing party attorney fees and costs if a claim is based on a statute providing such fees to any party. All fees, including the opposing party’s attorney fees, shall be paid by any party whose claims are determined by the arbitrator to be frivolous.

3. The student agrees that any dispute or claim he or she may bring shall be brought solely in his or her individual capacity, and not as a plaintiff or class member in any purported class action, representative proceeding, mass action, or consolidated action.

Notice Regarding Borrower Defense Claims

The provisions below are included pursuant to U.S. Department of Education regulations at 34 C.F.R. § 685.300(e) and (f), respectively, and shall apply to this arbitration agreement for any period during which such regulations are in effect. These provisions apply only to claims concerning acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained, and do not affect any other claim:

- (1) The college agrees that neither it nor anyone else who later becomes a party to this arbitration agreement will use it to stop a student from being part of a class action lawsuit in court. A student may file a class action lawsuit in court or may be a member of a class action lawsuit in court even if a student does not file it. This provision applies only to class action claims concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by the college of educational services for which the Federal Direct Loan was obtained. The parties agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the loan was obtained.
- (2) The college agrees that that neither it nor anyone else who later becomes a party to this predispute arbitration agreement will use it to stop a student from bringing a lawsuit concerning the college’s acts or omissions regarding the making of the Federal Direct Loan or the provision by the college of educational services for which the Federal Direct Loan was obtained. A student may file a lawsuit for such a claim or may be a member of a class action lawsuit for such a claim even if a student does not file it. This provision does not apply to other claims. The parties agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the loan was obtained.

4. Any remedy available from a court under the law shall be available in the arbitration. The arbitrator(s) shall not have the power to commit any error of material fact, in law, or in legal reasoning, and such error shall be corrected on appeal as provided below.
5. To the extent the student has outstanding federal student loan obligations incurred in connection with his or her enrollment at the college, any arbitration award providing monetary damages shall direct that those damages be first paid toward those student loan obligations.
6. Nothing in this agreement prohibits a student from filing a complaint with the state regulatory agency. A student may, but need not, be represented by an attorney at arbitration.
7. Except as specifically required by the laws of the state in which this arbitration is executed, the fact of and all aspects of this arbitration and the underlying dispute shall be kept strictly confidential by the parties, their representatives, and the BBB or the AAA.
8. If a student desires to initiate arbitration, he or she shall first contact the Campus Director, who will provide the student with a copy of the BBB Rules or the AAA Consumer Rules. Information about the BBB arbitration process and rules can be obtained at www.bbb.org or 703-276-0100. Information about the AAA arbitration process and the Consumer Rules can be obtained at www.adr.org or 1-800-778-7879. The student shall contact the BBB or the AAA, which will provide the appropriate forms and detailed instructions. The student shall disclose this document to the BBB or the AAA.
9. Notwithstanding that the arbitration will be binding, if the college or the student loses in arbitration, otherwise, the appeal shall be made to a three-member arbitration appeal panel. That review shall examine the arbitration award for error as described in item four above. The notice of appeal must be in writing and served on the other party and on the BBB or the AAA within 10 days of the date of the award. The notice of appeal must specify those elements of the arbitration award that are being appealed and must contain a statement of the grounds for the appeal. Both parties shall participate in the selection of the panel. The fees and expenses of the appeal tribunal and the BBB or the AAA shall be paid in full by the appealing party. Once the notice of appeal is timely served, the arbitration award shall no longer be considered final for purposes of seeking judicial enforcement, modification, or annulment under the applicable arbitration statute.

Following the appeal process, the decision rendered by the appellate arbitrators may be entered in any court having jurisdiction.

Information for Specific States

The student can at any time file a complaint with the Utah Division of Consumer Protection, 160 East 300 South, 2nd floor, P.O. Box 146704, Salt Lake City, Utah 84114, 801-530-6601.

For IU students residing in California: A complaint may be filed by writing to the California Department of Consumer Affairs (DCA) or calling DCA's Consumer Information Center (CIC) at California Department of Consumer Affairs, Consumer Information Center, 1625 North Market Blvd., Suite N-112, Sacramento, California 95834; (833) 942-1120; dca@dca.ca.gov. A student may also file a complaint online at https://www.dca.ca.gov/consumers/complaints/oos_students.shtml.

ACCSC Grievance Policy

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student can consider contacting the Accrediting Commission. All complaints considered by the commission must be in written form, with permission from the complainant(s) for the commission to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint and will be notified of the commission's final resolution. Please direct all inquiries to: Accrediting Commission of Career Schools and Colleges, 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201; 703-247-4212; www.accsc.org. A copy of the commission's complaint form is available at the school and can be obtained by contacting the Campus Director.



GRADUATE *Programs*

School of Healthcare – Master’s:

Nursing Administration
Nursing Education

School of Business – Master’s:

Business Administration (MBA)
- Emphasis in Entrepreneurship

School of Technology – Master’s:

Information Systems

Graduate Level Admissions Requirements

Applicants for admission must have graduated from an accredited high school, private secondary school, or have completed the equivalent (GED, HiSET, or TASC). The student must also provide a copy of their bachelor's degree transcript. Transcripts from a foreign country must be translated and evaluated to demonstrate high school and/or bachelor's degree equivalence as applicable.

Applicants to the master's programs must have earned a baccalaureate degree from an accredited institution of higher education and must provide a copy of their college transcript. Applicants must have an undergraduate GPA of 2.5 from an institution accredited by an agency that is recognized by the U.S. Department of Education. Applicants must provide a 500-word, double-spaced personal-statement essay on why they will be successful students in a master's program, including a description of their career goals and their expectations upon graduation. The MBA program is offered both by distance education and on campus in the evening program.

Students seeking admission to a Master's degree program must have Internet access and successfully complete an assessment (SmarterMeasure Online Readiness Assessment) with a passing score of 70% or higher for the technical competency portion of the assessment. All portions of the assessment must be completed prior to acceptance.

Applicants who fail to meet the minimum score may take the SmarterMeasure assessment twenty-four hours or later after the first attempt. If the applicant fails to achieve the minimum score (70%) after two attempts, the applicant must wait 30 days before he/she can retake the assessment. If the applicant fails to meet the minimum score for a third time they must wait 120 days (from first attempt) to make another attempt.

Additional Admissions Requirements – Master's in Nursing Education or Nursing Administration – Independence University

Students seeking admission to the Nursing Education and Nursing Administration Master's degree programs must hold a valid unrestricted registered nurse license.

Additional Admissions Requirements - Master's in Information Systems – Independence University

Students seeking admission to the Information Systems Master's degree program must have at least two years related work experience. Applicants must submit current resume.

Graduate Level Admissions Procedures

To apply for enrollment, the student submits the completed application to the Director of Admissions. The student should also request a copy of their bachelor's degree transcript be sent to the Director of Admissions. A foreign graduate must provide a translated and evaluated copy of a transcript.

Graduate Degree Programs

Independence University

Master's Degrees:

- Business Administration (MBA)
 - Emphasis in Entrepreneurship
- Information Systems
- Nursing Administration
- Nursing Education

The institution reserves the right to vary the order in which courses are offered within each program, to update and make changes to the subject matter, schedules, and course material, and to adjust the time scheduled for a curriculum. Such changes will not increase the total tuition beyond the amount stated in the Enrollment Agreement.

School of HEALTHCARE Graduate Programs

Master of Science Degree

Nursing Administration

15 Months

The Nursing Administration graduate program prepares nurses for administrative leadership and management roles in managed care, home healthcare, long-term care, and professional and other health-related organizations. Program content focuses on management and organizational theory, ethical and legal issues, and healthcare delivery systems, as well as health policy, information systems, and the management of human, material, and fiscal resources. Graduates are employed as entry-level management of nursing personnel in hospitals, clinics, and private healthcare facilities.

Candidates for the Nursing Administration program must have a nursing license and a bachelor's degree.

Course No.	Course Name	Credits
HSA 544	Outcomes Assessment and Quality Management	4.0
HSA 552	Healthcare Information Systems	4.0
NUR 502	Health Services Financial Management	4.0

NUR 505	The Nurse's Role in Health Services Marketing	4.0
NUR 515	Legal and Ethical Considerations in Nursing Practice	4.0
NUR 602	Advanced Nursing Theory	4.0
NUR 603	Leadership Theory	4.0
NUR 604	Issues in Nursing	4.0
NUR 605	Research and Evaluation Methods	4.0
NUR 606	Pathophysiology	4.0
NUR 608	Advanced Pharmacology	4.0
NUR 611	Nursing Administration	4.0
NUR 612	Nursing Administration Practicum	4.0
NUR 690	Nursing Capstone	4.0

TOTAL MINIMUM NUMBER OF CREDITS: 56.0

Master of Science Degree Nursing Education

15 Months

The Master of Science in Nursing Education (MSNE) graduate program prepares nurses to be a nurse educator in a variety of settings, including higher education, vocational education, staff development, and patient education. Program content focuses on preparing graduates to be conversant with theory and current trends in nursing, and it provides an opportunity for students to confront important issues in education and develop skills as educators.

Candidates for the Nursing Education program must have a nursing license and a bachelor's degree.

Course No.	Course Name	Credits
HSA 544	Outcomes Assessment and Quality Management	4.0
NUR 503	Teaching Critical Thinking and Clinical Decisions	4.0
NUR 504	Technologies for Nursing Education and Practice	4.0
NUR 515	Legal and Ethical Considerations in Nursing Practice	4.0
NUR 602	Advanced Nursing Theory	4.0
NUR 603	Leadership Theory	4.0
NUR 604	Issues in Nursing	4.0

NUR 605	Research and Evaluation Methods	4.0
NUR 606	Pathophysiology	4.0
NUR 608	Advanced Pharmacology	4.0
NUR 609	Instructional Strategies	4.0
NUR 610	Evaluation Strategies	4.0
NUR 613	Nurse Education Practicum	4.0
NUR 690	Nursing Capstone	4.0

TOTAL MINIMUM NUMBER OF CREDITS: 56.0

With the Dean's permission, students may replace any one of the HSA courses with NUR 585.

School of BUSINESS Graduate Programs

Master of Business Administration Degree

Business Administration (MBA)

NOT ACCEPTING APPLICATIONS AT THIS TIME

15 Months

The Master of Business Administration program is designed to provide the knowledge and skills needed to become an effective manager in a variety of organizational settings. It is a comprehensive program designed to provide graduates with the background to advance in their career rather than training to target a particular job within an organization. The broad goal of the program is to provide students with the foundations in content and competencies that will support their development as effective managers in a variety of organizational settings.

Course No.	Course Name	Credits
MBA 601	Financial Accounting for Management	4.0
MBA 602	Dynamics of the Organization	4.0
MBA 603	Marketing Management	4.0
MBA 604	Corporate Finance	4.0
MBA 605	Information Technology and Society	4.0

School of TECHNOLOGY Graduate Programs

Master of Science Degree

Information Systems

15 Months

The Master of Science in Information Systems addresses the growing need for professionals who need to possess both analytical skills and business acumen with the goal of improving business through information technology and management. These professionals must be familiar with the theory and practice of storing, organizing, retrieving, and analyzing information in a variety of settings. Technical expertise alone is not sufficient for success, and students will need to be skilled in the topics of understanding how to organize information, analyze user information, and design or evaluate information systems that allow for efficient and effective user interaction. In addition, they will need to be able to provide and assure the quality and value of information to decision makers, understand the economic and social environment in which their organizations function, and be familiar with relevant issues in law, economics, ethics, and management. Typical positions filled by a professional with a master of science in information systems include; positions within the office of the chief information officer (CIO), information technology/information systems/information management director, systems analyst, systems architect, and strategic technologist.

Course No.	Course Name	Credits
MBA 601	Financial Accounting for Management	4.0
MBA 603	Marketing Management	4.0
MBA 612	Leadership Theory	4.0
MBA 613	Advanced Human Resource Management	4.0
MIS 550	Systems Analysis and Design	4.0
MIS 560	Storage Area Network Architecture and Management	4.0
MIS 570	Management Information Systems	4.0
MIS 580	Information Systems Security	4.0
MIS 590	IT Project Management	4.0
MIS 640	Technology in Research Methods	4.0
MIS 650	Data Management, Analysis and Reporting	4.0

MBA 606	Communication Dynamics for Professionals	4.0
MBA 607	International Management	4.0
MBA 608	Statistics for Management	4.0
MBA 609	Applications in Economic Analysis	4.0
MBA 610	General Management	4.0
MBA 611	Developing Business Strategy	4.0
MBA 612	Leadership Theory	4.0
MBA 613	Advanced Human Resource Management	4.0
MBA 614	Capstone Project	4.0
MBA 630	Operations Management	4.0

TOTAL MINIMUM NUMBER OF CREDITS: 60.0

Entrepreneurship emphasis

NOT ACCEPTING APPLICATIONS AT THIS TIME

This emphasis is designed to prepare students to launch a new business or foster new business initiatives within established organizations. The program provides a broad overview of business concepts, including essential foundational knowledge of management principles and practices. It also features specific training to help students develop the skills to launch successful new ventures.

Entrepreneurship education courses:*

MBA 615	Entrepreneurial Management	4.0
MBA 620	Business Plans	4.0
MBA 625	Financing the Entrepreneurial Venture	4.0
MBA 640	Current Topics in Entrepreneurial Leadership	4.0
MBA 650	Entrepreneurship Capstone Project	4.0

TOTAL MINIMUM NUMBER OF CREDITS: 60.0

*The Entrepreneurship courses replace the following courses: MBA 607, MBA 610, MBA 612, MBA 613, and MBA 614.

Graduate Program Course Descriptions

Health Services Administration

HSA 544 **4 Credits** **Outcomes Assessment and Quality Management**

This course addresses why healthcare institutions are responsible for the management and continuous improvement of quality in all aspects of their operation. It exposes the student to the processes and quality tools used to develop effective quality management programs as well as to assess current practices. It also covers how to evaluate outcomes data for interpretation to various audiences.

HSA 552 **4 Credits** **Healthcare Information Systems**

This course is designed to prepare students for management oversight, administrative design, acquisition of, and implementation of, information technology systems. The course emphasizes basic knowledge of information systems in a healthcare environment. A component of the course is a team-based information technology strategic plan.

Health Services Management

HSM 515 **4.5 Credits** **Legal Considerations in Healthcare Delivery**

This course addresses the variety of legal questions and issues confronting healthcare professionals today. The course includes such topics as liability, confidentiality of records, informed consent, contracts, patient rights, employee rights, and legal testimony.

Information Systems

MIS 550 **4 Credits** **Systems Analysis and Design**

This course focuses on systems analysis and design with emphasis on information systems development and the latest systems development methods, tools, and techniques in systems analysis and design. Topics include systems analysis fundamentals, the role of the systems analyst, understanding and modeling organizational systems, process specifications and structured decisions, and quality assurance

and implementation.

MIS 560 **4 Credits** **Storage Area Network Architecture and Management**

This course focuses on storage networking and how Storage Area Networks (SANs) can help consolidate conventional server storage onto networks, how they make applications highly available no matter how much data is being stored, and how they make data access and management faster and easier. Additional emphasis is placed on the evolution of the technology and SANs, applications for SANs, storage networking and what it means for the information processing architecture of an enterprise, and issues for implementation and adoption.

MIS 570 **4 Credits** **Management Information Systems**

This course introduces students to management information systems essential for creating competitive firms, managing global corporations, and providing useful products and services to customers. Emphasis is placed on the digital integration of the firm through enterprise applications, management of the supply chain, customer relationships, and enterprise systems.

MIS 580 **4 Credits** **Information Systems Security**

This course focuses on the managerial aspects of information security such as access control models, information security governance, and information security program assessment and metrics. Topics include information-assurance plans and strategies, providing training for security awareness, configuration security management, information assurance (IA), and legal issues.

MIS 590 **4 Credits** **IT Project Management**

This course presents an understandable, integrated view of the many concepts, skills, tools, and techniques involved in information technology project management. Topics include analysis of business requirements, development and deployment cycles, creating project plans for successful delivery, implementation of risk management techniques and mitigation strategies, scheduling task cycles, implementing monitoring tools, and controls to track project progress.

MIS 640 **4 Credits**

Technology in Research Methods

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language and approaches. The course introduces the language of research, principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their work, social, local and global environment.

MIS 650 **4 Credits** **Data Management, Analysis and Reporting**

This course introduces students to information data management, analysis, and reporting methodologies in business. Emphasis is placed on the various performance measurement methods used in business and shows their practical impact on business outcomes. Students will learn how to collect information, summarize, analyze, present, and interpret data using current software tools.

MIS 660 **4 Credits** **Human Computer Interaction**

This course introduces students to the world of human-computer interaction and takes students through the process of developing effective interactive information technologies. Emphasis is placed on accessibility and diversity, aging, literacy, hearing, vision, physical disabilities, and children. Additional topics include sensor-based interactions, tangible interfaces, augmented cognition, cognition under stress, ubiquitous and wearable computing, and privacy and security.

MIS 670 **4 Credits** **Information Systems Strategic Planning**

This course provides an introduction to the information systems used in the strategic planning process and methodologies, which drive business information management/information technology strategy and computing architecture. Topics include the concepts, the techniques, and the templates for analyzing, organizing, communicating, and implementing an information systems strategy.

MIS 680 **4 Credits**
Decision Support Systems and Methods

This course provides students with up-to-date techniques and insight into management support system technologies. Emphasis is placed on how support system technologies can be used for better decision making while focusing on the Executive Information Systems (EIS) intended to facilitate and support the information and decision-making needs of senior executives.

MIS 690 **4 credits**
Information Systems Capstone Project

Students are required to complete a project or write a thesis that integrates and demonstrates their mastery of the learning objectives and the integration of the skills and concepts of the degree program. (Prerequisite: Completion of all core courses or with the consent of the Dean.)

Master of Business Administration

MBA 601 **4 Credits**
Financial Accounting for Management

An examination of accounting procedures related to recording, reporting, analyzing, and interpreting financial data. Applies accounting concepts and perspectives to financial and business decisions. Emphasis is placed on applying technical accounting procedures in the evaluation and analysis of business events.

MBA 602 **4 Credits**
Dynamics of the Organization

A survey of the concepts and practices of organizational development. A variety of organizational models is presented with applications to relevant business cases. Course features cases and readings devoted to the environmental, technological, and interpersonal elements of an organization's operation.

MBA 603 **4 Credits**
Marketing Management

The development and execution of a company's marketing plan are emphasized in this course. All elements of the

marketing organization are reviewed, and their contributions to an effective marketing effort are analyzed. Emphasis is placed on the impacts of telecommunications and information technology on marketing.

MBA 604 **4 Credits**
Corporate Finance

In this course, the student conducts an examination of advanced concepts in financial management. Application of financial concepts and techniques to relevant business cases is emphasized. Financial management's evolving role in industry is presented. Financial strategies are presented in the context of a company's overall strategic objectives.

MBA 605 **4 Credits**
Information Technology and Society

This course covers the key elements in information technology and their application to business and social organizations. Explores the nature of computing and telecommunications and their impact on societal structures. Rapid, complex change induced by information technology and its influence on decision-making is emphasized. Course features readings, cases, and discussion of information technology's impact on industry.

MBA 606 **4 Credits**
Communication Dynamics for Professionals

A practical approach to communication theory, this course enables students to understand and apply the principles of communication to organizational encounters. Various strategies for effective communication are provided, including inter- and intra-personal settings. Emphasis is placed on improving communication performance by applying strategies for enhanced communication.

MBA 607 **4 Credits**
International Management

A presentation of the conceptual and practical skills required of a manager in the global arena. Business and trade concepts, international risk, multinational strategies, and cross-cultural management concepts are this course's cornerstone concepts. Students are presented with organizational and operational models appropriate to managing an entity in a global setting.

MBA 608 **4 Credits**
Statistics for Management

An in-depth treatment of statistical procedures used in the analysis of business issues and

problems. Students are encouraged to think about business issues and challenges from a scientific, statistical point of view. Tools of statistical analysis for business are presented and applied to relevant business cases. Course features readings, cases, and discussion of statistical models and analysis for industry.

MBA 609 **4 Credits**
Applications in Economic Analysis

Focuses on application of micro- and macro-economic concepts to organizational decision-making. The scientific analysis of economic variables in internal and external environments is emphasized. Relationships between economic events and their impact on organizational performance are presented.

MBA 610 **4 Credits**
General Management

This course focuses on managing concepts that are utilized in the dynamic environment of industry. Issues and practices related to managing the enterprise are presented and applied. The manager's role in the organization's environment is emphasized.

MBA 611 **4 Credits**
Developing Business Strategy

Explores the development, formulation, and implementation of business strategies. Students are exposed to environmental considerations for organizational strategy and the impact of change dynamics and challenges of competition and bureaucracy on organizational strategy.

MBA 612 **4 Credits**
Leadership Theory

This course addresses the theory and practice of leadership in organizations. Explores traditional and modern theories of leadership, as well as the practical application of these theories in the workplace. In addition to covering the traditional concepts of leadership in organizations, this course takes an in-depth look at the power and influence a leader has over the organization and its members.

MBA 613 **4 Credits**
Advanced Human Resource Management

This course covers the major aspects of human resource management. It provides an assessment of the human resource management field. Topics include: equal

employment opportunity, job analysis, strategic planning, recruitment, selection, and training and performance appraisal. Also covers compensation, benefits, safety and health, and labor-management relations.

MBA 614 4 Credits
Capstone Project

Students are required to complete a project or write a thesis that integrates and demonstrates mastery of the basic learning objectives of the degree program. (Prerequisite: Completion of all core courses or with the consent of the Dean.)

MBA 615 4 Credits
Entrepreneurial Management

This course introduces the issues faced by those who wish to start a business or launch a new initiative in an existing business. Students will learn how to identify potentially valuable opportunities, obtain the resources necessary to pursue an opportunity, create a viable organization, and manage and grow the business into a sustainable enterprise.

MBA 620 4 Credits
Business Plans

This course is designed to provide the student with skills for formulating and preparing a written guide to starting and running a business successfully. The course emphasizes the role the business plan plays in loan applications and venture funding, promoting growth, and providing a map for the entrepreneur to follow.

MBA 625 4 Credits
Financing the Entrepreneurial Venture

This course is designed to help the entrepreneur make better financing and investment decisions in startup business settings. Various funding alternatives for startup ventures will be examined, including a risk/benefit analysis of equity and debt financing options.

MBA 630 4 Credits
Operations Management

This course examines business-process issues that drive quality, customer satisfaction, efficiency and productivity. Topics include value-chain management, logistics, forecasting, capacity planning, inventory control, project management, process improvement and quality management.

MBA 640 4 Credits
Current Topics in Entrepreneurial Leadership

Recognized experts speak on entrepreneurial management topics of interest ranging from industry challenges and opportunities, legal and ethical issues, leadership, strategy, technology, etc.

MBA 650 4 Credits
Entrepreneurship Capstone Project

Students will complete a project that integrates and demonstrates mastery of the learning objectives of the degree program. (Prerequisite: Completion of all core courses)

Nursing

NUR 502 4 Credits
Health Services Financial Management

This course is designed to provide the student nurse with an understanding of accounting and financial management concepts/techniques to health service organizations. Course components include: distinctive accounting and financial characteristics of health services organizations; interpreting basic financial statements; financial ratios analysis; government and voluntary regulatory agency compliance; and evaluating financial performance.

NUR 503 4 Credits
Teaching Critical Thinking and Clinical Decisions

This course is designed to prepare the prospective nurse faculty or staff educator with the theoretical principles, processes, and instructional skills to promote critical thinking that results in appropriate clinical decision-making when interacting with student nurses and staff in the classroom and clinical settings. Techniques for facilitation of learning will be emphasized.

NUR 504 4 Credits
Technologies for Nursing Education and Practice

The purpose of this course is to expand on technology skills that support the nurse educator in the learning environment. This course prepares the student educator with the skills to utilize available technology for the development of resident course work, on-line course work for the academic

setting, program development for staff and patient education, and the preparation for community outreach programs.

NUR 505 4 Credits
The Nurse's Role in Health Services Marketing

Focuses on aligning health service offerings with the demands of markets in order to maximize customer/client value and organizational competitive advantage. Course components include: nature of the marketing function, market analysis, fundamentals of individual and organizational buying behavior, elements of the tactical marketing mix (service offering design, price, promotion and customer acquisition channels), marketing plans and the role of nursing in the marketing plan, and differences in services, product markets, and marketing.

NUR 515 4 Credits
Legal and Ethical Considerations in Nursing Practice

This course addresses a variety of legal and ethical questions confronting nursing in professional practice. The course addresses such topics as liability, confidentiality, informed consent, contracts, patients rights, and the role the nurse has in ethically managing these factors in healthcare delivery.

NUR 602 4 Credits
Advanced Nursing Theory

This course provides the foundation necessary to understand what nursing theory is and how it is used in nursing. The development, analysis, and evaluation of nursing theory will be emphasized. Grand and middle range theories will be discussed, with an overview of several of those currently in use. The focus of this course is on the application of theory in nursing practice.

NUR 603 4 Credits
Leadership Theory

This course will address the theory and practice of leadership in organizations. Traditional and modern theories of leadership will be explored, as well as the practical application of these theories in the workplace. In addition to covering the traditional concepts of leadership in organizations, this course will take an in-depth look at the power and influence a leader has over the organization and its members.

NUR 604 **4 Credits**
Issues in Nursing

The focus of the course is on the examination and analysis of current trends as they relate to advanced nursing practice. Selected factors in healthcare delivery and the legal, moral, and ethical implications for actual practice will be examined. A study of systems, leadership and organization, and their application to healthcare, including entrepreneurial programs, are presented. Concepts of public policy and the impact of selected organizations' policies will be examined as they relate to advanced nursing practice.

NUR 605 **4 Credits**
Research and Evaluation Methods

This course provides the student with the information and skills necessary for engaging in scholarly inquiry, utilizing information resources, evaluating research, identifying problems, measuring outcomes in practical settings, and using research findings for clinical decision making. Topics include: principles of problem analysis, how to confront decisions related to the design of a research study, and how to critically examine approved research methods.

NUR 606 **4 Credits**
Pathophysiology

This course is designed to provide the student with a fundamental understanding of the process of advanced health assessment and assessment of pathophysiological processes, including the mechanism of disease, correlating risk factors, and causes to lifestyle, genetic, and environmental factors. The student will identify disease manifestations, complications, and integrate advanced health information, reason towards a diagnosis, and make recommendations for optimal health, disease prevention, and therapies.

NUR 608 **4 Credits**
Advanced Pharmacology

The focus of this course is on the clinical use of drugs commonly used in primary care settings, for practitioners, educators, and managers. Pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of selected categories of drugs are explored. Students will explore the effects of such variables as age, race, and gender and their effect upon their relationship to specific prescribing practices.

NUR 609 **4 Credits**
Instructional Strategies

In this course, students examine the instructional process, with an emphasis on learning theories, the learning environment, and instructional strategies. Students are encouraged to explore creative use of pedagogical and andragogical methodologies and tools to meet the diverse needs of multi-generational learners.

NUR 610 **4 Credits**
Evaluation Strategies

In this course, students examine the evaluation process. After studying the role of the nurse educators, the student will self-evaluate for core competencies in the academic nurse educator role. Further, the student will study the evaluation process, measurement strategies, and related socio-cultural, ethical, and legal issues for evaluating learners. The theories and evidence that support mentoring faculty will be discussed, and the student will evaluate the environment of nursing education in academia.

NUR 611 **4 Credits**
Nursing Administration

This course provides nursing administration theory and foundational knowledge to ensure that sound management concepts are integrated into healthcare delivery decisions. Students synthesize current management techniques and leadership theory into practical applications for nursing practice.

NUR 612 **4 Credits**
Nursing Administration Practicum

Students learn skills and knowledge for nursing administration based on a foundation of sound management theory as it relates to healthcare delivery. Students integrate clinical examples and develop skills for evaluating care plan delivery models; thinking critically; empowering teams; resolving conflicts; coaching and mentoring; educating staff and assessing clinical competence; allocating resources; and ensuring and measuring productivity and efficiency. (Prerequisite: Completion of all core courses and specialty courses.)

NUR 613 **4 Credits**
Nursing Education Practicum

In this course, students are expected to integrate previous knowledge and theory

to develop proficiency in the role of nurse educator. Students collaborate with experienced nursing faculty to develop an individualized plan of study related to their educational interest and provide practical evidence of the student's ability to deliver the plan of study. (Prerequisite: Completion of all core courses and specialty courses.)

NUR 690 **4 Credits**
Nursing Capstone

Students will complete a project that integrates and demonstrates a mastery of the learning objectives of the degree program. (Prerequisite: Completion of all core courses and specialty courses or with the consent of the Dean.)

Transfer of Credit for Graduate Programs

Credit Transfer from Another College

Credits from other institutions which are accredited by an agency recognized by the U.S. Department of Education may transfer when the course submitted for consideration is of comparable scope and content to the campus's own courses. International credits will be reviewed on an individual basis. Transfer of credit is at the judgment and discretion of the Dean and/or the Campus Director. The maximum transfer credits allowable from other institutions is:

To master's degree programs (from other accredited master's degree programs): No more than 25% of the credits may be transferred. Tuition will be adjusted accordingly. Transferred credits must be B- or better and will be accepted as long as the credit was earned from an accredited institution. Applicants enrolling into the master's degree program must have earned a baccalaureate degree in an associated field which will be recognized as long as it was earned from an accredited institution whose accrediting agency is recognized by the U.S. Department of Education. Bachelor's degrees received from other countries must be submitted with a translation attesting that they are equivalent to bachelor's degrees received in the U.S. There is no time limit for bachelor's degrees which are applied to the master's program. All transferred core courses must be earned within the past 8 years.

Transfer Credit Process

The applicant must supply a college transcript for transfer of credit to occur. For courses that do not match the institution's current courses, a catalog or course syllabus must be provided.

Course Numbering

Generally, 100- and 200-level courses are for associate's-level work, 300- and 400-level courses are for bachelor's-level work, and 500- and 600-level courses are for master's-level work. In transferring in credits, no 100- and 200-level courses may be used to satisfy our 300- and 400- or 500- and 600-level courses.

Course Credits

A sufficient number of credits earned from the transferring institution must equal the credits we grant for a course. Example: a sociology course transferred to us must be 4 quarter credits or 3 semester credits to satisfy our sociology course requirements. (Semester credits x 1.5 = quarter credits).

Continuing Education Units/Seminars

Credits for Continuing Education Units (CEUs) or seminars may not be transferred to satisfy courses at our colleges. A student who has continuing education units and/or seminars in courses scheduled in the student's program, may challenge the course by passing the examination with a score of 90% or greater. If the student passes the examination, the student will receive a grade of PE on his or her transcript.

CLEP, DANTES, AP, and Certification Credit

The college may award credit to students who score at or above established levels on College-Level Examination Program (CLEP), Defense Activities for Non-traditional Education Support (DANTES) examinations, Advanced Placement (AP), and college recognized certifications (i.e., Cisco, Microsoft, A+, etc.). Some core courses may not be transferable (i.e., medical clinical core courses). Information regarding specific CLEP, DANTES, and AP equivalents/scores may be obtained from the Dean or Campus Director. Tuition is adjusted accordingly.

Pass by Exam

Students may challenge out of a course by taking a competency examination. To successfully earn credits the student must score 90% or better on the challenge exam. The challenge exam must be completed and scored before or during the first day of the module in which the course is scheduled. Courses passed by challenge exam will be awarded a "PE" (Pass by Exam) grade, will not count as attempted credits and are not eligible for VA benefits or federal financial aid. There will be no charge to the student for courses passed by examination.

Prior Learning Assessment

A student may be eligible for college credit earned through life experience. These experiences may happen through work, the military, community related activities, free online education such as MOOC, or other independent studies. The following process applies to PLA credit:

1. The student must be in good standing (academic, financial, and conduct) with the college in order for an application to be processed.
2. The student must complete the Prior Learning Assessment Form and a portfolio and submit these to the dean at least thirty (30) days prior to being scheduled for the course.
3. The portfolio must include the following:

- a. Name of course, course description (from catalog), and the course objectives;
- b. Cover letter that summarizes why the student believes he/she has experience demonstrating mastery of the course objectives (usually one page);
- c. A statement or short report (1-3 pages) for each course objective explaining how the student has experience that demonstrates mastery of the course objectives; and
- d. Supporting documents including resume, performance reviews, certifications and awards.

The Prior Learning Assessment Form and portfolio are reviewed by the academic staff to determine whether the submitted materials demonstrate that the student has mastered the learning objectives of the course.

If the portfolio is approved, credit for the course is awarded with a “PE” (Pass) grade. PLA courses do not count as attempted credits.

Credit Transfer to Other Colleges

Graduates or students who are considering transferring from the college to other institutions should recognize that programs at the college are specifically tailored to career preparation. Courses that make up such programs are not generally transferable to other colleges, particularly in programs that emphasize general or liberal education. It should also be noted that in any transfer situation, regardless of the colleges involved, **the acceptance of credits is at the sole discretion of the accepting college and our Institution makes no representations whatsoever concerning the transferability of any college credits to any other institution. Our Institution’s credits generally are not transferable to other colleges** unless a written articulation agreement between our institution and another institution has been negotiated. See the director of admissions or the Campus Director for details of any articulation agreements.

Credit Transfer from Affiliated Colleges

Graduates or students who are transferring within the affiliated college system will have their credits automatically accepted. The same grade requirements as for students transferring credits from outside the system apply.

When a student transfers from one affiliated campus to another, grades, grade point averages (GPA), and satisfactory academic progress (SAP) status transfer with the student. In other words, if a student is on academic probation and transfers from one campus to another, the student will remain on academic probation. Likewise, a

student who transfers from one campus to another with a GPA that warrants honor status will retain that status at his or her new campus.

Credit Transfer for Veterans, Active-Duty, Reserve/Guard, and Dependents

The institution maintains a written record of the previous education and training of veterans or eligible persons. No more than 25% of a transfer student’s prior academic work will be accepted towards a degree, with the training period shortened proportionately. The veteran or eligible person will be notified of prior credit granted.

Special Conditions for Students Eligible for Military Benefits

The institution requires, for academic residency, a minimum of 25 percent of the degree requirements for all degrees to be completed in residency at any time for active-duty servicemembers, reservists, and National Guardsmen, and their dependents.

With respect to transfer of credit, the institution recognize and use the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in determining the value of learning acquired in military service, and awards credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations and/or those transcribed by the community college of the Air Force, when applicable to a servicemember’s program.

Program Transfers

Efforts are made to direct students to the program of study best suited to achieving skills and competency; however, at times a student may request a program transfer.

All credits earned in the original program that apply to the new program will be automatically accepted. All grades associated with credits earned in the original program will be calculated towards satisfactory academic progress in the new program (note: failing grades received in the original program will be applied and may adversely affect academic progress).

Students are required to apply in writing to the Dean of Education for a program transfer, and must be approved by a Financial Planning Officer and the Dean of Education. Any exception to this policy is at the discretion of the Dean.

Grading Guideline for Graduate Programs

Grade	%	Grade Points	Explanation
A	94–100	4.0	Excellent
A-	90–93	3.7	
B+	87–89	3.4	
B	84–86	3.0	Very Good

Passing grade point average (CGPA) for Master's degree students.†

B-	80–83	2.7	
C+	77–79	2.4	
C	74–76	2.0	Average

Passing grade for Master's † students.

C-	70–73	1.7	
D+	67–69	1.4	
D	64–66	1.0	Poor
D-	60–63	.7	
F	59 or below	0	Failing
I		0	Incomplete

Turns to F within four weeks of end of module if work is not completed for an academic grade.

PE	**	Passing by exam
IP	**	Passing

In Progress, Partial Course Completed

P	N/A	Passing
W	*	Withdrawal
T	N/A	Transfer of credits from another educational institution
◆		Transfer of credits from an affiliated educational institution

†Students in a master's program must earn a 2.0 or better in master's level courses, and have a 3.0 GPA, in order to graduate.

*See Course Withdrawal section.

**PE grades are issued for courses taken by exam. Both PE and IP do not affect the GPA calculation.

Satisfactory Academic Progress for Graduate Programs

Standards of Satisfactory Academic Progress

All students, including VA students, must progress satisfactorily toward meeting graduation requirements. Academic progress is measured in two ways: (a) grade point average, and (b) course completion. The academic progress of each student will be reviewed at the end of every term. A student is considered to be making academic progress if his or her grade point average is above the minimum requirement and the student has successfully completed at least 67% of the credits attempted, otherwise known as the completion rate standard. The evaluation points, grade point average standard, and the completion rate standard are provided in the table listed.

Required Evaluation Point	Minimum CGPA with 67% of Credits Attempted/ Completed
(Master's Degree Program)	
First term	2.5
Second term	3.0
Graduation	3.0
150% of the program	3.0

Maximum Time Frame

Students must complete their program within one and one half times the credit hours required to complete the program. Students must complete 67% of their credits attempted in each evaluation period in order to meet satisfactory academic progress standards. The student must complete the program within the maximum time frame in order to graduate.

For example, if a program requires 90 credit hours to graduate, the student can take up to 135 credits in order to complete the program. Taking extra credits occurs primarily when a student has to repeat a course. Students who reach their maximum time frame and have not graduated must be dismissed from the institution.

Calculation of SAP

Satisfactory progress and successful course completion is not affected by "passed by examination" (PE).

Incomplete grades are counted as credits attempted and affect the maximum time frame but do not affect the grade

point average. When calculating the GPA for purposes of determining satisfactory progress, an incomplete (I) is equivalent to an “F”.

Pass/fail courses, credit/no-credit courses, and courses assigned a grade of IP are counted as credits attempted and affect the maximum time frame but are not considered in the grade point average calculation. Non-credit remedial courses do not affect satisfactory academic progress. The student does not earn an academic grade, nor is the non-credit remedial course counted toward the maximum time frame.

A withdrawal grade (W) is counted as credit attempted, but not completed, and will adversely affect a student’s satisfactory academic progress. A grade of W does not affect the student’s cumulative GPA (CGPA).

In the case of a program transfer, all credits earned in the original program that apply to the new program and meet the minimum grade requirement will be automatically accepted. All grades associated with credits earned in the original program that apply to the new program will be calculated toward satisfactory academic progress in the new program as credit completed and also contribute to quality points in calculating the student’s cumulative GPA.

In the case of a previously earned credential, all credits earned in the program that apply to the current program and meet the minimum grade requirement will be automatically accepted. All grades associated with credits awarded in the earned credential that apply to the current program will be calculated toward satisfactory academic progress in the current program as credit completed and also contribute to quality points in calculating the student’s cumulative GPA.

Grades of accepted transferred courses from other institutions, including those from previous credentials, are recorded as a “T” grade and count as credit completed, but do not contribute to quality points in calculating the student’s cumulative GPA at our colleges.

When a student transfers from one affiliated campus to another, grades, grade point averages (GPA), and satisfactory academic progress (SAP) status transfer with the student. In other words, if a student is on academic probation and transfers from one campus to another, the student will remain on academic probation.

Course Repetitions

Programs are not designed to facilitate course repetitions due to the short, fast-paced, and intense nature of the coursework. If a student fails a course or earns a grade in a course below a “C”, that course could be repeated, provided it is offered again within the maximum time frame. The Dean or Program Director must approve all course repetitions. Each attempt

is recorded on the student transcript but only the highest grade is reflected in the cumulative GPA. Each attempt at the course would be counted as a “course attempted” in the calculations for successful course completion and maximum time frame. Repeating a course in a program will result in the assessment of tuition charges at the current credit hour rate. A course may be taken a maximum of three times. If a student fails a course three times, he or she will be dismissed from the school.

Satisfactory Progress Verification

When financial aid electronic disbursement rosters are received, the financial aid officer at Central Financial Aid (CFA) quickly checks that the student is eligible for the disbursement. If the student does not have the required time and credits, it is so documented on the student’s academic record.

The Director of Financial Aid at CFA is fully responsible and accountable for verifying and documenting that the student is entitled to the funds by checking the required time and credits correlating to satisfactory progress.

Financial Aid Warning

To ensure a student’s success in a program, the grade point average and completion rate are reviewed by the Dean at the end of each evaluation point. If a student is in danger of falling below the required standards of academic progress, the student is advised. If a student fails to achieve the required GPA and/or fails to complete 67% of the credits attempted in an evaluation period, the student will be placed on Financial Aid Warning Status for the next evaluation period. A student on Financial Aid Warning Status will have until the next evaluation point to meet the minimum standards of academic progress. Students on Financial Aid Warning Status remain eligible for financial aid funding.

Dismissal

Student termination may result from unsatisfactory academic progress, unsatisfactory course completion, failure to achieve the appropriate proficiency level within the prescribed timeframe, use of controlled substances on campus, carrying of weapons on campus, conduct detrimental to the institution, failure to comply with financial aid regulations, or non-observance of other student regulations. A student who is dismissed may appeal to the Campus Director who will make the final determination.

Students may be terminated from the institution, without a right to appeal, after 14 consecutive days of non-attendance. However, the student will be allowed to petition for readmission.

Dismissal for Unsatisfactory Academic Progress

If a student on Financial Aid Warning Status fails to achieve the minimum standards of academic progress at the end of the next evaluation period, the student immediately becomes ineligible for federal financial aid and is dismissed (immediate dismissal is suspended if the student files an appeal). A student who fails to meet SAP standards at the end of their FAWS period may file an appeal (see next section) with the Appeals Panel. The Appeals Panel will determine if the student is eligible for continued enrollment and access to federal financial aid. If a student's appeal is denied, the student is dismissed.

Appeal

A student dismissed for failing to meet the minimum standards of academic progress has the right to appeal the dismissal. The appeal must be done in writing and submitted in the form of a letter to the Dean. The letter must include the following:

1. Explain the reasons why the student was unable to meet the minimum standards of academic progress including any mitigating circumstances;
2. Provide documentation in support of any mitigating circumstances;
3. Describe what has changed that will allow the student to be able to meet the minimum standards of academic progress; and
4. Detail what the student will do moving forward to ensure that he or she will be successful in his or her program of study and will be able to achieve the requirements for graduation.

The appeal will be reviewed by a institution Appeals Panel. The student may be requested to meet with the Panel to discuss the appeal and provide additional information. Once the appeal letter and documentation are reviewed, the student will be notified if his or her appeal has been granted or denied.

If the appeal is granted, the student may be reinstated to his or her program of study. The student is placed on academic probation for one evaluation period, and during that time, access to financial aid is reestablished. If the appeal is denied, the student will not be allowed to reenter institution nor will the student be allowed to transfer to an affiliated institution within the system.

Financial Aid Probation

When a student is placed on Financial Aid Probation Status, he or she will be required to do the following:

1. Agree to a written academic plan that specifies how the student will regain satisfactory academic progress. The plan may include but is not limited to mandatory tutoring, scheduled advising sessions, extra course assignments, repeating a course for which the student received a failing grade, repeating a course from which the student withdrew;
2. Sign the academic plan (a copy of the plan will be kept in the student's file); and
3. Meet weekly with the Associate Dean to review how well the student is advancing on the academic plan, and how well he or she is progressing in meeting the minimum standards of academic progress.

If a student on Financial Aid Probation Status does not achieve the minimum standards of academic progress at the end of the evaluation period established in the written academic plan, the student is dismissed from the institution and cannot appeal the dismissal. Access to financial aid is suspended. Additionally, if the student at any point in the evaluation period does not perform as required based on the academic plan, the student may be dismissed from the institution sooner than the end of the evaluation period.

Campuses are required to promptly notify the Veterans Administration when a student receiving VA benefits is placed on academic probation.

Mitigating Circumstances

Mitigating circumstances are those conditions which the student has little control over, and most often have an adverse effect on academic progress. Mitigating circumstances must be documented and are limited to the list below:

1. Death of an immediate family member;
2. Illness of an immediate family member where the student is the primary caretaker or is the primary source of financial support;
3. Student illness requiring hospitalization;
4. Abusive relationship;
5. Prolonged divorce proceeding;
6. Previously undocumented disability;
7. Work-related transfer during the evaluation period;
8. Change in work schedule during the evaluation period;
9. Unexpected loss of employment;

10. Natural disaster;
11. Financial hardship such as foreclosure or eviction; and
12. Loss of transportation where there is no alternative transportation.

Graduation Requirements and Awards for Graduate Programs

To be eligible for graduation, students must meet the following requirements:

1. Pass with a C grade or higher all core and non-core courses
2. Attain a 3.0 cumulative grade point average
3. Pass the number of credit hours required for the program within the maximum time frame.
4. Satisfy all financial obligations.

Degrees Granted

Upon fulfillment of the graduation requirements, the student will be issued the appropriate degree, indicating satisfactory completion and passing of all program requirements.

Graduation Honors

A student may graduate with honors as follows:

- Summa Cum Laude for graduating with a 3.91 cumulative GPA.
- Magna Cum Laude for graduating with a cumulative GPA between 3.76 and 3.90.
- Cum Laude for graduating with a cumulative GPA between 3.50 and 3.75.



Academic Calendar

Day	Date	Event
Mon.	January 6, 2020	Module One Begins
Mon.	January 20, 2020	Holiday (Martin Luther King Day)
Sun.	February 2, 2020	Module One Ends
Mon.	February 3, 2020	Module Two Begins
Mon.	February 17, 2020	Holiday (President's Day)
Sun.	March 1, 2020	Module Two Ends
Mon.	March 2, 2020	Module Three Begins
Sun.	March 29, 2020	Module Three Ends
Mon.	March 30, 2020	Module Four Begins
Sun.	April 26, 2020	Module Four Ends
Mon.	April 27, 2020	Module Five Begins
Sun.	May 24, 2020	Module Five Ends
Mon.	May 25, 2020	Holiday (Memorial Day)
Mon.	May 25, 2020	Module Six Begins
Sun.	June 21, 2020	Module Six Ends
Mon.	June 22, 2020	Module Seven Begins
Fri.	July 3, 2020	Holiday (Independence Day)
Sun.	July 19, 2020	Module Seven Ends
Mon.	July 20, 2020	Module Eight Begins
Sun.	August 16, 2020	Module Eight Ends
Mon.	August 17, 2020	Module Nine Begins
Mon.	September 7, 2020	Holiday (Labor Day)
Sun.	September 13, 2020	Module Nine Ends
Mon.	September 14, 2020	Module Ten Begins
Sun.	October 11, 2020	Module Ten Ends
Mon.	October 12, 2020	Module Eleven Begins
Sun.	November 8, 2020	Module Eleven Ends
Mon.	November 9, 2020	Module Twelve Begins
Wed.	November 11, 2020	Holiday (Veteran's Day)
Thu.	November 24, 2020	Holiday (Thanksgiving)
Fri.	November 25, 2020	Holiday (Day after Thanksgiving)
Sun.	December 6, 2020	Module Twelve Ends
Mon.	December 7, 2020	Module Thirteen Begins
Mon.	December 21, 2020	Winter Break Begins
Sun.	January 3, 2021	Winter Break Ends
Sun.	January 17, 2021	Module Thirteen Ends

Calendar is subject to change

Holidays

New Year's Day
Martin Luther King Day
Presidents' Day
Memorial Day
Independence Day
Labor Day
Veteran's Day
Thanksgiving
Day after Thanksgiving
Christmas



School of **HEALTHCARE**

School of **BUSINESS**

School of **TECHNOLOGY**

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Administration, Faculty and Staff

Independence University

Administration:

Kody Larsen
Chief Operating Officer

Stephanie Williamson
Vice President Operations

Elisha Anderson
Vice President Admissions

Alan Hansen
Vice President of Online

Joseph Dunlop
Associate Director

Bret Whetman
Associate Director

Administration Student Support:

Ryan Brunson
Systems Administrator II

Simon Phillips
Systems Administrator II

Russell Wynn
Systems Administrator I

Ryan Alderman
Systems Administrator I

Carly Phillips
IT Support Specialist II

Kaden Davis
IT Support Specialist I

Connor Slagowski
IT Support Intern

Kathryn Day
Graphic Arts Intern

Phillip Mapstone
Graphic Arts Intern

Amanda Patterson
Graphic Arts Intern

Kathryn Cottle
Administrative Assistant

Mary Ann Halstead
Administrative Assistant

Aimee Jewkes
Administrative Assistant

Whitney Parkin
Administrative Assistant

Amy Prater
Administrative Assistant

Karzan Mohammed Shareef
HR Administrative Assistant

Bridget Smith
Administrative Assistant

Cody Wixom
Administrative Assistant

Alliance:

Talia Hickman
Externship Supervisor

Renee Bruns
Externship Coordinator

Julie Charlton
Externship Coordinator

Angeline Davis
Externship Coordinator

Alex Gustafson
Externship Coordinator

Cathy Shaw
Externship Coordinator

Yarisol Siriotis
Externship Coordinator

Vicki Thurman
Student Advisor

Debra Beaver
Administrative Assistant

Alumni Relations:

Barbara McCann
Externship Coordinator

Business Office:

Jazmin Chang
Sr. Business Officer

Angelique Henry
Business Officer

Samande Bila
Accounting Clerk

Maria Buhler
Accounting Clerk

Desiree Dean
Accounting Clerk

Stacy Owens
Accounting Clerk

Jerald Tripp
Accounting Clerk

Mary Martin
Accounting Clerk

Misti Longshaw
Accounting Clerk

Michael Perry
Accounting Clerk

Patricia Weeter
Accounting Clerk

Career Services:

Ericka Marshall
Director of Career Services

Derek Kennon
Associate Director of Career Services

Stephanie McGuire
Assistant Director of Career Services IU

Sara Bisel
Career Services Advisor

Matthew Black
Career Services Advisor

Alex Bond
Career Services Advisor

Rodney Brown
Career Services Advisor

Diane Caimares
Career Services Advisor

Marianne Cooper
Career Services Advisor

Brandon Daughtry
Career Services Advisor

Polly Dixon
Career Services Advisor

Karin Edwards
Career Services Advisor

Tania Evans
Career Services Advisor

Consuelo Fitzpatrick
Career Services Advisor

Danielle Gardner-Forbes
Career Services Advisor

Angela Fowble
Career Services Advisor

Shawna Fulton
Career Services Advisor

Amanda Garff
Career Services Advisor

LaDawn Garrett
Career Services Advisor

Jericel Geraldino
Career Services Advisor

Hannah Harrington
Career Services Advisor

Melissa Higbee
Career Services Advisor

Tierra Kellow
Career Services Advisor

Christina Magana
Career Services Advisor

Mauro Martinez
Career Services Advisor

Jennifer McCracken
Career Services Advisor

Kimberly Melgar
Career Services Advisor

Jessica Mixon
Career Services Advisor

Sara Patton
Career Services Advisor

Jillian Phillips
Career Services Advisor

Amanda Pickering
Career Services Advisor

Melissa Quarnberg
Career Services Advisor

Lance Reeder
Career Services Advisor

Marissa Serrano
Associate Director of Career Services

Matthew Slack
Career Services Advisor

Jody Speight
Career Services Advisor

Jorge Suarez
Career Services Advisor

Kiki Thompson
Career Services Advisor

Gabrielle Trepagnier
Career Services Advisor

Lisa Verbrugg
Career Services Advisor

Jessi Walters
Career Services Advisor

Lee Ann York
Career Services Advisor

Curriculum

Development:

David Cowsert
Director of Curriculum Development

David Gunn
Assistant Director of Curriculum Development

Karissa Dahlke
Curriculum Development Team Lead

Chris Walker
Curriculum Development Team Lead

Jessica House
Instructional Designer

Ashlie Lolley
Instructional Designer

Angela Ghaly
Content Writer/Editor II

Sherrie Lorange
Content Writer/Editor II

Margaret McNellis
Content Writer/Editor II

Kacy Adams
Configuration Specialist

Lauren Curran
Administrative Assistant

Kirsten Pitts
Administrative Assistant

Devin Romney
Administrative Assistant

Heidi Clark
Administrative Assistant

Holly Smith
Curriculum Quality Controller

Michelle Barnes
Curriculum Quality Controller

Jennifer Melton
Curriculum Quality Controller

James Henry
Videographer

Stella Sharpe
Videographer

Janell Campbell
Associate Dean

Ruth Crook
Administrative Assistant

Jennifer Dinkelman
Administrative Assistant

Lori Wietfeld
Administrative Assistant

Kathryn Frey
Faculty Program Advisor

Starla Goldade
Associate Dean, Curriculum Development

James Butler
Adjunct Instructor

Jennifer Crummel
Adjunct Instructor

Sanita Floyd
Adjunct Instructor

Mia Howell
Adjunct Instructor

Doris Jones
Adjunct Instructor

Michael Mattingly
Adjunct Instructor

Avery Ragland
Adjunct Instructor

LeKeicha Scott
Adjunct Instructor

ADA:

Teanne Fenter
Student ADA Coordinator

Kristina Rappleye
Student ADA Coordinator

Kandace Welch
Administrative Assistant

Library:

Alana Howlett
Librarian

- ◆ MLS, Library Science, Emporia State University
- ◆ BA, English, Brigham Young University

Victoria Gray
Librarian

- ◆ MLS, Informatics, Emporia State University
- ◆ BA, English & Classical Languages, University of Utah

Registrar Department:

Beth Hatt
Registrar

Andrea Portillo
Registrar Assistant

Marissa Fonseca
Registrar Assistant

Ann Williams
Registrar Assistant

Brittney Barlow
Registrar Assistant

Chanelle Orlandi
Registrar Assistant

Deborah Visser-Moulton
Registrar Assistant

Gabrielle Mojica
Registrar Assistant

J'Ann Sherry
Registrar Assistant

Karli Valdivia
Registrar Assistant

Kira Spongberg
Registrar Assistant

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Registrar Assistant

Elizabeth Budenberg
Registrar Assistant

Lucinda Rabago
Registrar Assistant

Mary Goldsberry
Registrar Assistant

McKenzie Tognarelli
Registrar Assistant

Nachelle Kay
Registrar Assistant

Rebecca Sorenson
Registrar Assistant

Samantha Davis
Registrar Assistant

Sam Vande Sluis
Registrar Assistant

Scott Cowley
Registrar Assistant

Student Services:

Jordan Jolley
Director of Student Services

Julie Gardner
Assistant Director of Student Services

Chris Anderson
Assistant Director of Student Services

Chelsea Hicks
Assistant Director of Student Services

Anne Stewart
Assistant Director of Student Services

Terrie Jenkins
Assistant Director of Student Services

April Thatcher
IU Help Desk Student Advisor

Yulanda Davis
IU Help Desk Student Advisor

Kristina Baker
Student Advisor

Janet Norman
Student Advisor

Dayana Ulloa
Student Advisor

Hailey Rippstein
Student Advisor

Ashley Barnes
Student Advisor

Adrianna Lund
Data Manager

Chloe Kronmiller
Student Advisor

Erin Craft
Student Advisor

Troy Daniels
Student Advisor

Matthew Sather
Student Advisor

Janyssa Evans
Academic Advisor

Breanna Dudley
Student Advisor

Jinger Stephenson
Lead Student Advisor

Krystal Brown
Student Advisor

Andrea Hunt
Student Advisor

Audrey Drahos
Student Advisor

Theora Jones
Student Advisor

Megan Judd
Lead Student Advisor

Tamara McCall
IU Help Student Advisor

Megan Moreno
Student Advisor

Russell Blair
Student Advisor

Alexander Page
IU Help Student Advisor

Kaylee Ashley
IU Help Student Advisor

Michelle Atkinson
Student Advisor

Kezia Romero
Student Advisor

Brittany Thurman
Student Advisor

Lori Roberts
Student Advisor

Emma Welker
Academic Advisor

John Winward
Student Advisor

Kiki McCray
Student Advisor

Jimilyn Curtis
Student Advisor

Laura Askelson Kenders
Student Advisor

Mikayla Hufstetler
IU Help Desk Student Advisor

Sylina Potts
Student Advisor

Vyasha Walker
Student Advisor

Brittany Marrero
Student Advisor

Bryan Hart
Student Advisor

Charity Jepperson
Student Advisor

Jessica Dunbar
Student Advisor

Kindra Quarnberg
Student Advisor

Kiri Krieger-James
Student Advisor

Terrie Hartle
Student Advisor

Porsche Adams
Student Advisor

Samantha Sabatel
Student Advisor

Katie Klingler
Student Advisor

Matt Ingebrigtsen
Student Advisor

Rainey Hulet
Student Advisor

Zachary Hunter
Student Advisor

Natalie Butler
Academic Advisor

Heather Melendez
IU Help Student Advisor

Student Success Center:

Traci Bell
*Student Success Center/Student IT
Supervisor*

Dani Candia
IT Support Intern

Aaron Isaacson
IT Support Specialist I

Aaron Riggs
IT Support Specialist I

Ren Smith
IT Support Specialist

Daniel Owens
IT Support Specialist I

Desiree Steffen
IT Support Specialist I

Nate Abram
IT Support Specialist I

Trenton Thompson
IT Support Specialist I

Chelsea Whiting
Tutor

Lonnie McNerney
Tutor

Richard Guy
Tutor

DeeJae Smith
Tutor

Heather Rommens
Tutor

Melissa Omans
Tutor

Mindi Paulson
Tutor

Kara Kibodeaux
Tutor

Nadine Keaney
Tutor

Ren Smith
Tutor

Sandra Hartman
Tutor

Susan Parvin
Tutor

Sylvia Clayburn
Tutor

Tera Cowles
Tutor

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Tutor

Tyler Murset
Tutor

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Tutor

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Writing Center Tutor

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Writing Center Tutor

Jill Moyer
Writing Center Tutor

Tonianne Bellomo
Writing Center Tutor

Michelle Zath
Writing Center Tutor

Fiona Brown
Writing Center Tutor

Kristen Howe
Writing Center Tutor

Jennifer Northrip
Writing Center Tutor

Erica Williams
Writing Center Tutor

Jami Gillenwater
Administrative Assistant

Kristi Paulson
Administrative Assistant

Mariah Godfrey
Administrative Assistant

Academics:

Marilee Hall
Provost

- ◆ MBA, International Business, Westminster College
- ◆ BS, Psychology, University of Utah

Todd Wente
Associate Provost

- ◆ MEd, Instruction and Curriculum, Weber State University
- ◆ BS, Psychology, Brigham Young University

Pamela McCoy
Associate Dean-Faculty Development

Darrin Bartunek
Trainer, Faculty Program Advisor

Holly Cowsert
Faculty and Staff Trainer

Rebecca Aaron
Student Policy and Program Administrator

Garyth Hull
Executive Assistant to Provost

Becky Hales
Academic Coordinator

Ansje Johnson
Accreditation Coordinator

Sean Smith
Reporting Specialist

Jessii Ramirez-Santiago
Reporting Specialist

Alexandra Matthews
Administrative Assistant

Alison Harr
Administrative Assistant

Alisha Holt
Administrative Assistant

Amy Rich
Administrative Assistant

Annalise Savage
Teaching Assistant

Diana Chapman
Executive Assistant

June Thomas
Administrative Assistant

Katherine Moreton
Administrative Assistant

Kandi Reeves
Administrative Assistant

Kristie Carlsen
Clinical Education Coordinator

Sherry Daniels
Clinical Evaluation Coordinator

Jennifer Carner
Administrative Assistant

Melanie Quinney
Administrative Assistant

Trish Morton
Administrative Assistant

Michael Bierweg
Administrative Assistant

Kristy Bone
Lead Transfer Credit Evaluator

Alisha Nielson
Transfer Credit Evaluator

Randi Jamer
Transfer Credit Evaluator

School of Business

Cynthia Krupa
Dean, School of Business

- ◆ MEd, Instructional Technology, American Inter-Continental University
- ◆ BA, Social Studies and Secondary Education, Chaminade University

Amanda Conley
Dean, School of Business

- ◆ MPA Public Accounting, Colorado State University
- ◆ MBA, Leadership, George Fox University
- ◆ BS, Management and Business Information Systems, George Fox University

Russell Barber

Associate Dean

- ◆ MBA, Utah State University
- ◆ BA, Fine Arts and Design, Brigham Young University

Nicholas Becker

Associate Dean

- ◆ MS, Management, Colorado Technical University
- ◆ MBA, Business Administration, Colorado Technical University
- ◆ BA, Social Science, University of Wyoming
- ◆ AA, Political Science, Casper College

Brett Bjornsrud

Associate Dean

- ◆ MS, Information Systems, Independence University
- ◆ BA, Communications, University of Colorado

Darci Brainich

Associate Dean

- ◆ MBA, Accounting, University of Phoenix
- ◆ BS, Business/Accounting, University of Phoenix

Ronald Cade

Associate Dean

- ◆ MBA, Morehead State University
- ◆ BA, Business Economics, Ohio University

Andrew Dartt

Associate Dean

- ◆ MBA, Texas Woman's University
- ◆ BBA, Texas Women's University

Christine Davidson

Associate Dean

- ◆ MBA, Technology Management, Capella University
- ◆ BS, Information Systems Management, Colorado Technical University
- ◆ AS, Networking, Pikes Peak Community College

Ashley Dellosa

Associate Dean

- ◆ EdD, Organizational Leadership, Argosy University
- ◆ MA, Education/Adult Education and Training, University of Phoenix
- ◆ BA, Business Administration, University of Wisconsin-Green Bay

Hollie Fletcher

Associate Dean

- ◆ MBA, University of Phoenix
- ◆ BS, Marketing & Communications, Weber State University

David Harmon

Associate Dean

- ◆ MBA University of Denver
- ◆ BS, Business Administration, Colorado State University
- ◆ Certified Investment Management Analyst Program, Aresty Institute of Executive Education, University of Pennsylvania

Jefferson Knott

Associate Dean

- ◆ MBA, University of South Florida
- ◆ MA, Education, Western Kentucky University
- ◆ BS, Teaching, Loughborough University

Valerie Meade

Associate Dean

- ◆ MPA, Brigham Young University
- ◆ BA, International Relations, Brigham Young University
- ◆ AS, Paralegal Studies, Utah Valley University

Diane Moffat

Associate Dean

- ◆ MA, Business, Baker College
- ◆ BS, Human Resources Management, Arizona State University

Robert Potter

Associate Dean

- ◆ MBA, Boise State University
- ◆ BA, English, Boise State University

Colette Rominger

Associate Dean

- ◆ MA, Education/Adult Education and Training, University of Phoenix
- ◆ MBA, University of Phoenix
- ◆ BS, Management, University of Phoenix

Sparkle Sullivan

Associate Dean

- ◆ MPA, Keller Graduate School of Management
- ◆ BS, Management, Southern Illinois University

Matthew Thomas

Associate Dean

- ◆ MBA, Brigham Young University
- ◆ BS, Accountancy, Brigham Young University

Keith Wade

Associate Dean

- ◆ DBA, North Central University
- ◆ MBA, University of Detroit-Mercy
- ◆ BS, Business Administration, Oakland University

Kenneth Wallin

Associate Dean

- ◆ MA, Management, Webster University
- ◆ BA, Political Science, Mars Hill College

James Bingham

Faculty Program Advisor

- ◆ MBA Utah State University
- ◆ BS, Business Administration, Southern Utah University;
- ◆ AS, Business Administration, Dixie College

Kimberly Blake

Faculty Program Advisor

- ◆ MBA, Marketing, Baker College Center for Graduate Studies
- ◆ BBA, Marketing/Management, Baker College Online
- ◆ ABA, Marketing/Management, Baker College Online

Jim Dederer

Faculty Program Advisor

- ◆ BS, Business Administration, Oregon State University
- ◆ Certified CPA

Todd Falcone

Faculty Program Advisor

- ◆ MBA, Independence University
- ◆ MS, Accounting, Saint Vincent College
- ◆ BS, Accounting, Saint Vincent College

Jimmie Flores

Faculty Program Advisor

- ◆ PhD, Human & Org Systems, Fielding Graduate University
- ◆ DM, Organizational Leadership/IS & Technology, University of Phoenix
- ◆ MEd, Curriculum Instruction & Assessment, Regis University
- ◆ MA, Human & Org Systems, Fielding Graduate University
- ◆ MS, Public Administration, DeVry University
- ◆ MNM, Management, Regis University
- ◆ MS, Management, Regis University
- ◆ MS, Computer Info Technology, Regis University

Jeanette Goodwin

Faculty Program Advisor

- ◆ MBA, Texas A&M University Commerce
- ◆ BS, Accounting, Indiana University

Stefanie Hopson

Faculty Program Advisor

- ◆ MA, Industrial Relations, Wayne State University
- ◆ BS, Interdisciplinary Study Social Science-HM Resource Society, Michigan State University

Rodney Hansen

Faculty Program Advisor

- ◆ MBA Northwest Nazarene University
- ◆ BS, Business Administration, Boise State University

David Johnson

Faculty Program Advisor

- ◆ JD, Brigham Young University
- ◆ MPA, Brigham Young University
- ◆ BS, Marketing, Utah State University

Gregory Newton

Faculty Program Advisor

- ◆ MBA Accounting, University of Phoenix
- ◆ BA, Accounting, University of Utah

Stanislava Natasha Robertson

Faculty Program Advisor

- ◆ MBA, Independence University
- ◆ BS, Healthcare Administration, Stevens-Henager College

Natalie Rufa

Faculty Program Advisor

- ◆ MBA, University of Phoenix
- ◆ BS, Management, University of Phoenix

Kevin Taylor

Faculty Program Advisor

- ◆ BS, Marketing, Economics, University of Utah

Anthony Timmons

Faculty Program Advisor

- ◆ MBA, Business Administration, Missouri State University
- ◆ BS, Business Administration, University of Nevada Las Vegas
- ◆ ABM, College of Southern Nevada

Royce Williard

Faculty Program Advisor

- ◆ MS, Administration, Central Michigan University;
- ◆ BS, Management, Oakland University

Dwayne Wright

Faculty Program Advisor

- ◆ MBA, Utah State University
- ◆ BS, Accounting - Auditing and Business Law, Utah Valley State College
- ◆ BA, International Relations, Brigham Young University

George Ackerman

Instructor

- ◆ PhD, Public Safety, Capella University
- ◆ JD Nova Southeastern University
- ◆ MS, Psychology, Nova Southeastern University
- ◆ MBA Nova Southeastern University
- ◆ BA Criminal Justice, Florida Atlantic University

Dana Adams

Adjunct Instructor

- ◆ MS, Business Management & Human Resource Management, University of Phoenix
- ◆ BS, Liberal Studies and Education, California State University

Douglas Barnack

Adjunct Instructor

- ◆ BLS, Liberal Studies, Purdue University
- ◆ AA, Purdue University

Terese Beutelschies

Instructor

- ◆ MS, Education, California State University
- ◆ BA, Psychology and Sociology, University of California

Cristi Brenneman

Adjunct Instructor

- ◆ MS, Business Administration, Stevens-Henager
- ◆ BS, Business Administration, Stevens-Henager

Lynn Broniak-Hull

Adjunct Instructor

- ◆ MBA, Marketing, Indiana University
- ◆ BA, Business Administration, University of Michigan

Wesley Carter

Adjunct Instructor

- ◆ MS, Accounting and Information Technology, University of Maryland
- ◆ BS, Business Administration, University of South Carolina

Michael Chavez

Faculty Program Advisor

- ◆ MBA, Ashford University
- ◆ BA, Sports and Recreation Management, Ashford University.

Katie Cheatham

Adjunct Instructor

- ◆ MBA, Entrepreneurship, Independence University
- ◆ BS, Accounting, Independence University
- ◆ AS, General Education, Bishop State Community College

Shawna Cowan

Instructor

- ◆ DBA Apollos University
- ◆ MM University of Phoenix.
- ◆ BS Business Administration, University of Phoenix.

Julie Curless

Adjunct Instructor

- ◆ EdD Education, Walden University
- ◆ MA, Counseling, Bradley University
- ◆ BS, Marketing, Bradley University

Roy De Lauder

Adjunct Instructor

- ◆ MS, Systems Management, University of Southern California
- ◆ BA, History, Clemson

Deane Desper

Adjunct Instructor

- ◆ DBA Walden University
- ◆ MBA South University
- ◆ BS, Management, National Louis University

Ashley Dugger

Adjunct Instructor

- ◆ DBA, Management, Argosy University
- ◆ MBA, International Business, Liberty University
- ◆ BS, Business, Liberty University

Anthony Duran

Instructor

- ◆ MBA, Northcentral University
- ◆ BS, Business Management, Cleary University

John Elmer

Adjunct Instructor

- ◆ DBA, Argosy University
- ◆ MBA, Baker Center for Graduate Studies
- ◆ BA, Education, Pacific Lutheran University

Holly Fair

Instructor

- ◆ MBA, University of Phoenix
- ◆ BS, Marketing, University of Utah

Victoria Figiel

Adjunct Instructor

- ◆ DBA, Nova Southeastern University
- ◆ MS, Psychology, Nova Southeastern University
- ◆ MBA, Nova Southeastern University
- ◆ BS, Biology, Christian Brothers University

Jennifer Finnigan

Instructor

- ◆ MBA, University of Phoenix
- ◆ MS, Administration of Justice and Security, University of Phoenix
- ◆ BS, Management, Hesser College
- ◆ BS, Marketing, Hesser College

Patrice Fox

Adjunct Instructor

- ◆ MBA, International Management, Thunderbird School of Global Management
- ◆ BA, Business Administration, Wartburg College

Kathryn Frey

Instructor

- ◆ MBA, Stevens-Henager College
- ◆ BS, Accounting, CollegeAmerica
- ◆ BS, Graphic Arts, Stevens-Henager College

Brendan Garay

Adjunct Instructor

- ◆ MS, Business Administration, California University of Pennsylvania
- ◆ BS, Accounting, California University of Pennsylvania

Kasey Guenther

Adjunct Instructor

- ◆ MS, Social Work, University of Kentucky
- ◆ BS, Social Work, University of Kentucky

Athena Halkidis

Adjunct Instructor

- ◆ BS, Office Administration and Business Education Composite, Weber State University

Michael Higley

Adjunct Instructor

- ◆ MBA, Weber State University
- ◆ BS, Accounting, Brigham Young University

Brett Holbrook

Adjunct Instructor

- ◆ MBA California State University Fullerton
- ◆ BS Paralegal Studies, Utah Valley University

Cynthia Hollenbach

Adjunct Instructor

- ◆ MS, Accounting, University of North Texas
- ◆ BBA, Accounting, Baylor University

Robert Huylar

Adjunct Instructor

- ◆ MBA, University of Phoenix
- ◆ MAS, Space Exploration, Operations Management, Embry-Riddle Aeronautical University
- ◆ BS, Business Administration, University of Wyoming
- ◆ AS, Business, Laramie County Community College

Brynie Johnson

Adjunct Instructor

- ◆ MS, Organizational Leadership, Brenau University
- ◆ BS, Management Studies, University of Maryland

Alan Jones

Adjunct Instructor

- ◆ MBA, Amos Tuck School of Business Administration Dartmouth College
- ◆ BS, Astrophysics, University of California

Lorin Leone

Instructor

- ◆ DBA, California International Business University
- ◆ MBA, Pacific State University
- ◆ BA, Journalism and Media Studies, Rutgers State University

Dan Marlow

Adjunct Instructor

- ◆ MAFM Keller Graduate School of Management
- ◆ BS, Business Administration, DeVry University

Michael McAndrew

Instructor

- ◆ MBA, Finance/Management, DePaul University
- ◆ BS, Finance, University of Illinois

Naoni McCurdy

Adjunct Instructor

- ◆ MBA, Accounting, University of Phoenix
- ◆ BA, Accounting, University of Phoenix

Jonathan Noel

Adjunct Instructor

- ◆ MS, Management, University of Phoenix
- ◆ BS, Business Administration, University of Phoenix

David Pack

Adjunct Instructor

- ◆ PhD, Business Administration, California Coast University
- ◆ MPA Public Administration, Brigham Young University
- ◆ BA, Communication & Public Relations, Weber State University
- ◆ BA General Studies, University of Utah
- ◆ AS General Studies, Salt Lake Community College
- ◆ AS, Sociology, Salt Lake Community College
- ◆ AS, Psychology, Salt Lake Community College.

Matthew Pressey

Adjunct Instructor

- ◆ MS, Accounting, University of Connecticut
- ◆ BA Political Science, University of Georgia

Laura Prevratil

Adjunct Instructor

- ◆ DBA Argosy University
- ◆ BFA, Fine Arts and Printing, Southampton College of Long Island University

Tim Price

Adjunct Instructor

- ◆ PhD, Finance, University of South Florida
- ◆ MBA, Finance, University of South Florida
- ◆ BS, Accounting, Pennsylvania State University

Rosie Rey

Adjunct Instructor

- ◆ MA English, Western Illinois University
- ◆ BA English, Carthage College

E. Scott Robbins

Adjunct Instructor

- ◆ MM Finance, Northwestern University
- ◆ BS Chemical Engineering, University of Utah

Kenny Roberts

Adjunct Instructor

- ◆ PhD, Management/Finance, Walden University
- ◆ MBA National University
- ◆ BA, Business/Pre-Law, National University

Robert Robertson

Instructor

- ◆ PhD, Stirling University
- ◆ MSL, Vermont Law School
- ◆ MPA, Dalhousie University
- ◆ MA, Planning Community Development, Eastern Kentucky University
- ◆ BS, Social Sciences & Geography, East Tennessee State University

Ivana Ruffner

Adjunct Instructor

- ◆ MBA, International Business, Florida Atlantic University
- ◆ BBA Florida Atlantic University

Robin Shah

Instructor

- ◆ MBA, HR Concentration, Keller Graduate School of Management
- ◆ BS, Accountancy, Arizona State University, CPA

Lorraine Shibley

Adjunct Instructor

- ◆ DBA Advanced Accounting, Strayer University
- ◆ MS, Public Accounting, Strayer University
- ◆ BS, Accounting, Colorado Technical University

Luanne Simmons

Adjunct Instructor

- ◆ MS, Social Science, Utah State University;
- ◆ BS, Economics, University of Utah

George Smith

Instructor

- ◆ MS, Accountancy, University of Phoenix
- ◆ BS, Business Administration, University of Phoenix

Lisa Taylor
Adjunct Instructor

- ◆ MS, Organizational Management, Chadron State College
- ◆ BA, Sociology, Midland Lutheran College

Ryan Tew
Adjunct Instructor

- ◆ MPA, Public Administration, Brigham Young University
- ◆ BA, Political Science, Utah State University

Paula White
Instructor

- ◆ MBA, Washington University
- ◆ BS, Business Administration, Southern Illinois University

School of Graphic Arts

Hollie Knechtel
Dean, School of Graphic Arts

- ◆ MS, Education, University of Phoenix
- ◆ MA, Organizational Management, University of Phoenix
- ◆ BA, General Art Studies, Weber State University

Sean Childers-Gray
Lead Associate Dean

- ◆ MFA, Full Sail University
- ◆ BS, Graphic Arts, Stevens-Henager College
- ◆ AS, Graphic Arts, Stevens-Henager College

Misty Poarch
Lead Associate Dean

- ◆ MS, Information Systems, Stevens-Henager College
- ◆ BS, Computer Science, Stevens-Henager
- ◆ BS, Graphic Arts, Stevens-Henager College
- ◆ AS, Graphic Arts, Stevens-Henager College

Dayna Alderman
Associate Dean

- ◆ MFA, Media Design Full Sail University
- ◆ BS, Graphic Arts, Stevens-Henager College

Pia Bergholtz
Associate Dean

- ◆ MFA, Graphic Design, Utah State University
- ◆ BFA, Graphic Design, Utah State University

Jeffrey Gold
Associate Dean

- ◆ MPC, Communications, Westminster College
- ◆ BS, Public Relations, University of Utah
- ◆ BS, Physics, University of Utah

Lisa Hammershaimb
Associate Dean

- ◆ EdD, Distance Education, Athabasca University
- ◆ MFA, Graphic Design, Academic of Art University
- ◆ BA, Art History, Wheaton College

Jason Merrill
Associate Dean

- ◆ MBA, Management and Strategy, Western Governors University
- ◆ BS, Business Administration, Stevens-Henager College
- ◆ AS, Graphic Arts, Stevens-Henager College
- ◆ AS, Business Communication, LDS Business College

Sara Moss
Associate Dean

- ◆ MET Webster University
- ◆ BA, Media Communication, Webster University

Craig Stokes
Associate Dean

- ◆ MFA Full Sail University
- ◆ BS, Graphic Arts, Stevens-Henager College
- ◆ AS, Advertising Design, Colorado Institute of Art

Kim Grable
Faculty Program Advisor

- ◆ MFA, Digital Media & Design, Goddard College;
- ◆ BFA, University of Texas;
- ◆ AA, Art, Eastfield College

Shannon McNamara
Faculty Program Advisor

- ◆ BGS University of Connecticut

Caroline Norton
Faculty Program Advisor

- ◆ BFA, Graphic Design and Photography, University of Utah

April Biss
Adjunct Instructor

- ◆ MA, Graphic Arts, Savannah College of Art and Design
- ◆ BS, Graphic Design, La Roche College

John Brady
Adjunct Instructor

- ◆ BA, Film Studies, University of Utah

Michael Brooks
Adjunct Instructor

- ◆ MBA Independence University
- ◆ BS, Graphic Arts, Stevens-Henager College

Trace Butler
Adjunct Instructor

- ◆ MBA, Entrepreneurship, Independence University
- ◆ BFA, Graphic Arts, Brigham Young University

Mike Dunlop
Adjunct Instructor

- ◆ MA, Graphic Design, Savannah College of Art and Design
- ◆ BFA, Studio Arts (Graphic Design), University of Arizona

Erica Fecko
Adjunct Instructor

- ◆ MS, Instructional Design and Technology, Walden University
- ◆ BA, Multimedia & Web Design, The Art Institute of Washington

Christina Fosbrink
Instructor

- ◆ EdD, E-learning, Northcentral University
- ◆ MS, Multimedia Technology, California University of Pennsylvania
- ◆ BA, Communications, California University of Pennsylvania
- ◆ Diploma in Digital Design, The Art Institute of Pittsburgh

Shari Hartz
Adjunct Instructor

- ◆ MA, Speech Communication, University of Colorado
- ◆ BA, Psychology and Communication, University of Colorado
- ◆ BS, Visual Communication, Westwood College of Technology
- ◆ AA, Print and Presentation Graphic Design, Front Range Community College

Carly Heath
Instructor

- ◆ MFA, Film Production, Chapman University
- ◆ BA, Cinema, San Francisco State University

Melissa Kinney
Adjunct Instructor

- ◆ BA, Fine Arts, Stonehill College

Julie Luke
Adjunct Instructor

- ◆ BFA, Graphic Arts and Design, Utah State University

Michele Redfern
Adjunct Instructor

- ◆ BFA, Visual Communication, University of WI-Milwaukee

Angelle Rozier
Faculty Program Advisor

- ◆ MISM, DeVry University
- ◆ BS, Web and Graphic Design, DeVry University

Michelle Rudolph
Adjunct Instructor

- ◆ MET, Educational Technology, Boise State University
- ◆ MS, Arts Technology, Illinois State University
- ◆ BA, Art Studio, Humboldt State University

Laura Weinrich
Faculty Program Advisor

- ◆ MS, Technology Education, University of Missouri
- ◆ BA, Art & Liberal Studies, Arizona State University

LaDale Whaley
Adjunct Instructor

- ◆ MS, Education Media Design & Technology, Full Sail University

Michelle Wolfarth
Adjunct Instructor

- ◆ MA, Graphic Design, Savannah College of Art and Design
- ◆ BA, Multimedia Studies, George Mason University

Allison Wright
Adjunct Instructor

- ◆ BS, Art/Visual Comm-Design, Weber State University
- ◆ AS, General Studies, Weber State University

**School of
General Education:**

Whitney King
Dean, General Education

- ◆ Ed.S, Instructional Technology and Learning Sciences, Utah State University
- ◆ MS, Instructional Technology and Learning Sciences, Utah State University
- ◆ MS, American Studies, Utah State University
- ◆ BS, American Studies, Utah State University

Sita Bell
Associate Dean

- ◆ MS, American Studies, Utah State University
- ◆ BA, American Studies, Utah State University

Jolynne Berrett
Associate Dean of Curriculum

- ◆ MS, Instructional Technology, Utah State University
- ◆ BA, Music, Arizona State University

Steven Bock
Associate Dean

- ◆ MS, Business Organizational Management, University of LaVerne
- ◆ BS, Occupational Education, Business Administration, Wayland Baptist University

Lisa Erikson
Associate Dean

- ◆ MS, Psychology- School Counseling, Utah State University
- ◆ BS, Human Development and Family Studies, University of Utah
- ◆ BS, Sociology, University of Utah

Sarah Fulkes
Associate Dean

- ◆ MA, Adult Education and Training, University of Phoenix
- ◆ MA, Organizational Leadership, George Fox University
- ◆ BA, History, Idaho State University

Story Stringer
Associate Dean

- ◆ MS, Instrumental Sciences, University of Arkansas
- ◆ BS, Physics, Cumberland College
- ◆ BS, Mathematics, Cumberland College

Angela Sweeney
Associate Dean

- ◆ MA, English, Literature and Writing, Utah State University
- ◆ BA, Music, Violin Performance, Utah State University

Brent Albrecht
Adjunct Instructor

- ◆ PhD, Mathematics, University of California
- ◆ MA, Mathematics, University of California
- ◆ BS, Mathematics, Minor in Analytical Chemistry, Weber State University
- ◆ AS, General Studies, Weber State University

Mark Arandia
Adjunct Instructor

- ◆ PhD, Political Philosophy, University of Dallas
- ◆ MA, Political Philosophy, University of Dallas
- ◆ BA, Political Philosophy, University of Dallas

Laurie Asermily
Adjunct Instructor

- ◆ MS, Education, Nazareth College
- ◆ BS, Biology, State University of New York
- ◆ AS, Medical Laboratory Technology, Monroe Community College

Kimberly Barnard
Adjunct Instructor

- ◆ MEd, Curriculum and Instruction, University of Phoenix
- ◆ BA, Interpersonal Communications, Boise State University

Martha Baumgarten
Adjunct Instructor

- ◆ MA, Art History and Curatorial Studies, Brigham Young University
- ◆ BA, Art History, Business Minor, Brigham Young University

Julie Berg
Adjunct Instructor

- ◆ MA, Early Childhood Education, New Jersey City University
- ◆ BA, Psychology, Rutgers University

Cynthia Bervig
Adjunct Instructor

- ◆ MS, Mathematics, Texas A&M University
- ◆ BA, Mathematics: Secondary Education, Adams State University

Timothy Bohinski
Adjunct Instructor

- ◆ PhD, Physical Chemistry, Temple University
- ◆ BS, Chemistry, Drexel University

Mary Brito
Adjunct Instructor

- ◆ MEd, Curriculum and Design, American InterContinental University
- ◆ BA, Sociology, Regis University

Rowland Cadena
Adjunct Instructor

- ◆ MA, English Literature and Language, St. Mary's University
- ◆ BA, English, St. Mary's University

Amanda Campbell
Adjunct Instructor

- ◆ MS, Biology, Western Kentucky University
- ◆ BS, Biology, Kentucky Wesleyan College

Marlo Chavarria
Adjunct Instructor

- ◆ MA, Business Economics, University of South Florida
- ◆ BA, Economics and Political Science, University of South Florida
- ◆ AA, General Education, University of South Florida

Debra Chittur

Adjunct Instructor

- ◆ EdD, Learning Technologies, Pepperdine University
- ◆ MA, History of American Civilization, Brandeis University
- ◆ BA, History, University of Kansas

Karen Combs

Adjunct Instructor

- ◆ MEd, Technology in Education, Lesley University
- ◆ BA, Special Education, Oral Robert University

Melissa Daniel

Adjunct Instructor

- ◆ MEd, Northern Arizona University
- ◆ BS, English, Iowa State University

Angela Davis

Adjunct Instructor

- ◆ MA, Professional Communication, Clemson University
- ◆ BA, Communication, Clemson University

Zummuna Davis

Instructor

- ◆ MS, General Psychology, Capella University
- ◆ BA, Psychology, Chicago State University

Sara de la Fuente

Adjunct Instructor

- ◆ MS, Psychology, Grand Canyon University
- ◆ MS, Leadership, Grand Canyon University
- ◆ BS, Sociology, Grand Canyon University
- ◆ AA, Business, University of Phoenix

Lisa Delman

Adjunct Instructor

- ◆ MA, Organizational Design and Effectiveness, Fielding Graduate University
- ◆ BS, Advertising, University of Florida

Kristin Denryter

Adjunct Instructor

- ◆ PhD, University of Northern British Columbia
- ◆ MS, Biology, Northern Michigan University
- ◆ BS, Biology, Madonna University

Karin Detweiler

Instructor

- ◆ MA, Child Development, California State University
- ◆ BA, Child Development, California State University
- ◆ AA, Psychology and English, Pasadena City College

Benjamin Emery

Adjunct Instructor

- ◆ MPhil Physiology, University of Utah
- ◆ BS, Biology, University of Utah

Andrea Evans

Adjunct Instructor

- ◆ MS, Biology, University of Nebraska-Kearney
- ◆ BS, Biology, Park University
- ◆ AS, Info/Comp Science, Park University
- ◆ AA, Liberal Arts, Wentworth Jr College

Anna Eyre

Adjunct Instructor

- ◆ PhD, English, University at Albany
- ◆ MFA, Writing, California College of the Arts
- ◆ BA, Creative Writing, University of New Mexico

Tamara Eyster

Adjunct Instructor

- ◆ EdD Education Technology and E-Learning, Northcentral University
- ◆ MA, Mathematics, State University of New York at Potsdam, Potsdam, NY
- ◆ BS, Mathematics, Chestnut Hill College

Melanie Feeley

Adjunct Instructor

- ◆ MA, English, Boise State University
- ◆ BA, English, Boise State University

Beverly Fierro

Instructor

- ◆ MA, Psychology Health and Behavioral Medicine, North Central University
- ◆ MS, Education Online Teaching and Learning, California State University
- ◆ BS, Health Science Occupational Safety and Health, California State University

Michael Frahm

Adjunct Instructor

- ◆ MA, Mathematics Education, Western Governors University
- ◆ BA, Mathematics, Washington College
- ◆ AA, Liberal Arts & Sciences, Chesapeake College

Jennifer Graves

Instructor

- ◆ MEd, Counseling – Human Relations, Northern Arizona University
- ◆ BS, Psychology, University of Arizona

Jason Haineault

Adjunct Instructor

- ◆ MS, Biology, University of Nebraska-Kearney
- ◆ BS, Biochemistry, Western Michigan University
- ◆ AA, Liberal Arts, Kellogg Community College

Laura Hamm

Adjunct Instructor

- ◆ MA, Education, Eastern Kentucky University
- ◆ BS, Mathematics, Cumberland College
- ◆ BS, Secondary Education, Cumberland College

Larry Hansen

Adjunct Instructor

- ◆ MS, Human Relations, Northern Arizona University
- ◆ MS, Educational Leadership, Northern Arizona University
- ◆ BA, Education, Arizona State University

Denise Harshbarger

Adjunct Instructor

- ◆ EdD, Educational Leadership, University of Central Florida
- ◆ MS, Science Education, Florida State University
- ◆ BS, Biology, Erskine College

Melinda Hatten

Adjunct Instructor

- ◆ MEd, Cross Cultural, Saint Mary's College of California
- ◆ BA, English, Saint Mary's College of California

Cathy Hockert

Adjunct Instructor

- ◆ MPH, Kirksville College for Osteopathic
- ◆ BA, Biology & English, University of Minnesota-Morris

Lita Hooper-Simanga

Adjunct Instructor

- ◆ DA, English/Humanities, Clark Atlanta University
- ◆ MA, English Lit – Creative Writing, University of Colorado
- ◆ MEd, Educational Management, Strayer University
- ◆ BA, Communication, DePaul University

Kristena Houghtaling

Instructor

- ◆ MA, English, National University
- ◆ BA, English Education, California Polytechnic University
- ◆ AA, General Education, English, Citrus College

Robert Jackson

Instructor

- ◆ Ed.D, William Howard Taft University
- ◆ MA, Economics, California State University
- ◆ BA, Economics and Psychology, California State University

Timothy Jacobs

Adjunct Instructor

- ◆ ThM, Philosophy, Worldview & Apologet, Southern Baptist Theological Seminary
- ◆ MDiv, Christian Ministry, Southern Baptist Theological Seminary
- ◆ BA, Philosophy, California Baptist University

Allyson Jones

Adjunct Instructor

- ◆ MS, American Studies, Utah State University
- ◆ BA, American Studies, Brigham Young University

Stephanie Jones

Adjunct Instructor

- ◆ MS, Statistics, University of South Carolina
- ◆ BS, Mathematics, University of Denver

Wanda Jones, PhD.

Adjunct Instructor

- ◆ PhD, Materials Science and Engineering, Tuskegee University
- ◆ BS, Chemistry, Miles College

Lori Katz

Adjunct Instructor

- ◆ MEd, Counselor Education, Florida Atlantic University
- ◆ BA, Sociology, University of Miami
- ◆ AA, Sociology, Broward College

Johanna Kennelly-Ullman

Instructor

- ◆ MS, Communication, Portland State University
- ◆ BS, Communication, Portland State University

Stacey Klepfer, PhD.

Adjunct Instructor

- ◆ PhD, Psychology, Walden University
- ◆ ME, Secondary Guidance Counseling, Slippery Rock University
- ◆ BS, Psychology, Pennsylvania State University

Stephanie Laffer, PhD.

Adjunct Instructor

- ◆ PhD, History, Florida State University
- ◆ MA, History, Florida State University
- ◆ BA, History, George Washington University

Toni LaMotta, PhD.

Adjunct Instructor

- ◆ PhD, Religious Studies, Emerson Institute
- ◆ MDiv, Pastoral Ministry, Seton Hall University
- ◆ MA, Adult and Continuing Education, Columbia University
- ◆ BS, Math, Good Counsel College

Vonette Lanier-Braswell

Adjunct Instructor

- ◆ MA, English, National University
- ◆ BA, English, Georgia State University

Tracey Lasley

Adjunct Instructor

- ◆ MS, General Mental Health Counseling, Capella University
- ◆ BA, History, Boise State University

Leslie Lazarevic

Adjunct Instructor

- ◆ MBA, Criminal Justice, Northcentral University
- ◆ MS, Criminal Justice, Andrew Jackson University
- ◆ BSW, Temple University

Joshua Lizardi

Adjunct Instructor

- ◆ MS, Applied Math/Operations Research, Purdue University
- ◆ BS, Mathematics, Mercy College

Callye Lombard

Adjunct Instructor

- ◆ MA, Education, Delaware State University
- ◆ MS, Agricultural and Resource Economics, University of Delaware
- ◆ BA, International Relations, University of Delaware

Katherine Luke

Adjunct Instructor

- ◆ BA, Liberal Arts & Sciences, Utah State University

Heidi Manzone

Adjunct Instructor

- ◆ MA, History, University of North Florida
- ◆ BA, History, University of North Florida

Daniel Marcelle, PhD.

Adjunct Instructor

- ◆ PhD, Philosophy, Katholieke Universiteit Leuven
- ◆ MA, Philosophy, Katholieke Universiteit Leuven
- ◆ BA, Humanistic Studies, University of Wisconsin – Green Bay

Heather Marek

Adjunct Instructor

- ◆ MA, Drama and Theatre Studies, National University of Ireland-Galway
- ◆ BA, English, Villanova University

Gerrad Martin

Adjunct Instructor

- ◆ DBH, Arizona State University
- ◆ MS, Mental Health Counseling, University of Phoenix
- ◆ BA, Political Science, Brigham Young University

Marisa May

Adjunct Instructor

- ◆ MA, Mathematics, Sam Houston State University
- ◆ BS, Mathematics, University of Mary Hardin-Baylor

Kadie McCory

Adjunct Instructor

- ◆ MPA, Public Administration, Capella University
- ◆ BA, Social Science/History, Northcentral College

Nicole McGinn

Adjunct Instructor

- ◆ MS, Pathology, Ohio State University
- ◆ BS, Biology, East Carolina University

Stacy McKenzie, PhD.

Adjunct Instructor

- ◆ PhD, Human Services/counseling, Capella University
- ◆ MA, Counseling, University of Phoenix
- ◆ BS, Health Management, Brigham Young University

Rosanna Mitchell

Adjunct Instructor

- ◆ MS, Biology, University of Central Florida
- ◆ BS, Biological Sciences, Florida Atlantic University

Michele Mortensen

Adjunct Instructor

- ◆ MA, Clinical Counseling, University of Northern Colorado
- ◆ BA, Psychology, University of Colorado

Tree Neis

Adjunct Instructor

- ◆ MS, Professional Counseling, Grand Canyon University
- ◆ MA, Organizational Management, University of Phoenix;
- ◆ BS, Business Management /Administration, University of Phoenix

Kimberlee Neitz

Instructor

- ◆ MA, American Studies, Pennsylvania State University
- ◆ BA, Education, Bloomburg University of Pennsylvania
- ◆ BA, Political Science, Temple University

Stefani Nelson

Instructor

- ◆ MS, Mental Health Counseling, University of Phoenix
- ◆ BS, Psychology, Utah State University

Taylor Norwood
Adjunct Instructor

- ◆ MA, Philosophy, University of Dallas
- ◆ BA, Political Science, Baylor University

Alicia O'Brien
Adjunct Instructor

- ◆ EdD, Waldon University
- ◆ MA, Mathematics Education, Western Governors University
- ◆ PBC, Science Education, University of New Mexico
- ◆ BS, Geological Sciences, New Mexico State University

Val Olds
Adjunct Instructor

- ◆ MS, E-Commerce Management, Creighton University
- ◆ MS, Business Computing Science, Texas A&M
- ◆ MBA, Accounting, Texas A&M
- ◆ BA, Mathematics and Theatre Education, Brigham Young University

Rachael Pippin
Adjunct Instructor

- ◆ MS, American Studies, Utah State University
- ◆ BS, English, Brigham Young University

Michael Porter
Adjunct Instructor

- ◆ BA, English, Brigham Young University
- ◆ AS, English, Brigham Young University -Idaho

Kenda Puchalski
Adjunct Instructor

- ◆ MS, Library and Information Science, University of Illinois at Urbana-Champaign
- ◆ BA in Technical Communications, Judson College

Isaac Raymond
Adjunct Instructor

- ◆ MS Mathematical Sciences, University of West Florida
- ◆ BA Mathematics, University of Maine

Marilyn Richards
Adjunct Instructor

- ◆ BS, Exceptional Special Education, St. Petersburg College
- ◆ AA, General Education, St. Petersburg College

Derrick Ruffin
Adjunct Instructor

- ◆ EdD, Education, Nova Southeastern University
- ◆ ES, Math Education, Nova Southeastern University
- ◆ MS, Adult and Continuing Education, Cheyney University of Pennsylvania
- ◆ BA, Computer, Information Science, Cheyney University of Pennsylvania

Ryan Schoenrock
Adjunct Instructor

- ◆ MBA, Business Administration, Westminster College
- ◆ BS, Business Management, Utah Valley University
- ◆ AS, Business Management, Utah Valley University

Patience Sharp
Adjunct Instructor

- ◆ MA, Reading, Grand Canyon University
- ◆ BA, Philosophy, Arizona State University
- ◆ AA, General Studies, Maricopa Community College

Laura Sheneman
Instructor

- ◆ MBA, Healthcare Administration, Jones International University
- ◆ BS, Health, Ohio State University

Matthew Smela
Adjunct Instructor

- ◆ MS, Environmental Law & Policy, Vermont Law School
- ◆ BA, Philosophy, Castleton University

Kamille Smith
Adjunct Instructor

- ◆ MS, Curriculum & Instruction, Western Governors University
- ◆ BA, English, Brigham Young University

Tammy Smith
Adjunct Instructor

- ◆ MEd, Southern Utah University
- ◆ BS, Education/Elementary, University of Phoenix

James Stieb, PhD.
Adjunct Instructor

- ◆ PhD, Philosophy, Temple University
- ◆ MA, Philosophy, Temple University
- ◆ BA, Philosophy, University of Colorado

Janice Stone, DC
Adjunct Instructor

- ◆ DC, Logan University
- ◆ BS, Life Science, Logan University

Mamasa Sumare
Adjunct Instructor

- ◆ MS, Bioengineering, Arizona State University
- ◆ BS, Bioengineering, Arizona State University

Dawna Terry
Adjunct Instructor

- ◆ BS, Mathematics Education, Brigham Young University

Rob Thompson, PhD.
Adjunct Instructor

- ◆ PhD, Educational Psychology, Capella University
- ◆ MS, Educational Psychology, Capella University
- ◆ BA, Speech Communication, Olivet Nazarene

Katherine Trostle
Adjunct Instructor

- ◆ MS, Human Resource Management, Argosy University
- ◆ MA, Professional Counseling, Texas Wesleyan University
- ◆ BS, Psychology, Texas Woman's University

Alexis Tumblin
Adjunct Instructor

- ◆ MA, Health Care Administration, Ashford University
- ◆ MS, Biomedical Sciences, Philadelphia College of Osteopathic Medicine
- ◆ BS, Chemistry, Albany State University

Lisa Turner
Adjunct Instructor

- ◆ MS, Music, University of Michigan
- ◆ BS, Education, Brigham Young University

Annette Velarde, PhD.
Adjunct Instructor

- ◆ PhD, Human Science (Continental Philosophy), Saybrook University
- ◆ MA, Humanities, Kaplan University.

Linda Vermette, PhD.
Adjunct Instructor

- ◆ PhD, Education Administration, University of Idaho
- ◆ MS, Education, Iowa State University
- ◆ BS, History, Iowa State University

Alexis Walker
Adjunct Instructor

- ◆ MA, English, Iowa State University
- ◆ BA, English, Saint Anselm College

Erin Walton
Adjunct Instructor

- ◆ MEd, Instructional Design, Western Governors University
- ◆ BA, Letters, Arts and Sciences, Pennsylvania State University
- ◆ AS, Speech Communication, Salt Lake Community College
- ◆ AS, General Education, Salt Lake Community College

Rebecca Wilson, PhD.
Adjunct Instructor

- ◆ PhD, Psychology, California Southern University
- ◆ MS ED, Community and College Counseling, Longwood University
- ◆ BS, Psychology, Radford University
- ◆ AA, Liberal Arts, Louisburg College

Michael Womack, Sr
Adjunct Instructor

- ◆ MA, History, American Public University
- ◆ BS, Psychology, University of Arkansas at Pine Bluff

Eric Wright
Adjunct Instructor

- ◆ MA, English, Middle Tennessee State University
- ◆ BS, Mass Communication, Radio & Television, Middle Tennessee State University

Kathleen Wright
Adjunct Instructor

- ◆ BA, Journalism, St. Bonaventure University

Dr. Naketa Young
Adjunct Instructor

- ◆ PhD, Psychology, Capella University
- ◆ MS, Mental Health Counseling, Indiana State University
- ◆ BS, Psychology, Indiana State University

Thomas Zito
Adjunct Instructor

- ◆ MA, Communication Studies, University of Alabama
- ◆ BA, Telecommunication & Film, University of Alabama

Steven Zollinger, PhD.
Adjunct Instructor

- ◆ PhD, Educational Technology, Walden University
- ◆ MA, Math Education, Western Governors University
- ◆ BS Math Education, Utah State University
- ◆ BS, Mathematics, Utah State University

Megan Zurlage
Adjunct Instructor

- ◆ MA, Clinical Psychology, University
- ◆ BA, Psychology, University of Louisville

School of Healthcare

Dr. Carmen Spears
Dean, School of Healthcare

- ◆ DHA, University of Phoenix
- ◆ MSN, University of Phoenix
- ◆ BSN, Southwestern Oklahoma State University

Monte Black
Lead Associate Dean

- ◆ MBA, Westminster College
- ◆ BS, Business Information Systems, University of Phoenix

Steven Carty, LISW
Associate Dean

- ◆ MS, Leisure Studies & Services, University of Oregon
- ◆ BS, Physical Education/Licensed Social worker, Weber State University
- ◆ AS, Nursing, Weber State University

Kassandra Cunningham
Associate Dean

- ◆ MHA, Gerontology, University of Phoenix
- ◆ BS, Longterm Care Healthcare Administration/ Gerontology, Weber State University
- ◆ AS, General Studies, Weber State University

Brenda Dorman (Tish), RN
Associate Dean

- ◆ MS, Nursing, /Education Specialty, Walden University
- ◆ MEd, Supervision, Lynchburg College
- ◆ BS, Nursing, Murray State University

Patricia Jones
Associate Dean

- ◆ MHA, Education, University of Phoenix
- ◆ MBA, Leadership, Grand Canyon University
- ◆ BA, Management and Leadership, Judson College
- ◆ AAS, Respiratory Care, Rock Valley College

Doret Ledford, PhD.
Associate Dean

- ◆ PhD, Public Health, Walden University
- ◆ MPH, Walden University
- ◆ BS, Health Services Management, DeVry University

Carol Lovci
Associate Dean

- ◆ MSN, Leadership/Management, Walden University
- ◆ BSN, University of Phoenix
- ◆ ASN, Excelsior College,

Dr. Malachy Nkem
Associate Dean of Curriculum

- ◆ PhD, Public Health, Health Services Organization, University of Texas Health Science Center
- ◆ MS, Public Health, Meharry Medical College
- ◆ BS, Biology Pre-professional, University of Tennessee at Chattanooga
- ◆ Certificate, Applied Health Informatics, University of Texas School of Biomedical Informatics-Houston

Laurie Squillaci, RN-MSN
Associate Dean

- ◆ DNP, Education/ Administration/ Professional Leadership Specialization, Walden University
- ◆ MSN, Education, Walden University
- ◆ ASN, Southwestern College

Robbie Johnson, CNS, RN
Faculty Program Advisor

- ◆ MSN University of Virginia
- ◆ BSN, University of Kentucky

Genevieve Alonge
Faculty Program Advisor

- ◆ MS, Healthcare Administration, Independence University
- ◆ BA, Healthcare Administration, Canyon College of Idaho

Catherine Amitrano, RN
Faculty Program Advisor

- ◆ MSN, Sage College
- ◆ BSN, Sage College
- ◆ ASN, Sage College

Debbie Bird, RN, CCM, CHPN
Faculty Program Advisor

- ◆ MSN, Education, University of Phoenix
- ◆ BSN, University of Phoenix
- ◆ ASN, William Rainy Harper College

Romanda Cooper, CBC
Faculty Program Advisor

- ◆ MS, Health Services Administration, University of Central Florida
- ◆ BS, Health Science Education, University of Florida

Dr. Gil Etheridge
Faculty Program Advisor

- ◆ PhD, Education, University of Kansas
- ◆ MA, Exercise Physiology, Northeast Missouri State University (Now Truman University)
- ◆ BS, Physical Education, Missouri Western State College

Helena Flores, RN
Faculty Program Advisor

- ◆ MSN, Liberty University
- ◆ MEd, Guidance & Counseling, Lynchburg College
- ◆ BSN, East Tennessee State University

Martha Hargraves, PhD.
Faculty Program Advisor

- ◆ PhD, Management and Policy Sciences, University of Texas-Houston
- ◆ MPH, Healthcare Administration and Community Health, University of Texas
- ◆ BS, Business and English Education, Jarvis Christian College

Darren Jacobson, HFA
Faculty Program Advisor

- ◆ MBA, Healthcare Management, Western Governors University
- ◆ BS, Long term care Administration, Weber State University

Karrie Jarratt
Faculty Program Advisor

- ◆ MEd, Educational Psychology, University of Utah
- ◆ BFA, Theatre/English, University of Utah

Irene Ortiz-Colella, DC
Faculty Program Advisor

- ◆ DC, Palmer College of Chiropractic
- ◆ BS, Biology, Lynn University

Yvette Artis
Instructor

- ◆ MBA, Management, University of Phoenix
- ◆ BA, Healthcare Management, Dallas Baptist University

Cheryl Chance, PhD.
Adjunct Instructor

- ◆ PhD, Global Leadership, Lynn University
- ◆ MS, Health Services Management & Policy, New School University
- ◆ BS, Human Development, SUNY Empire State College
- ◆ AS, Liberal Arts, Tompkins Cortland Community College

Monique Crawford, RN
Adjunct Instructor

- ◆ MSN, Saint Joseph's College of Maine
- ◆ BSN, Saint Joseph's College of Maine

Debra Crawley, RN
Adjunct Instructor

- ◆ MSN, Education, Walden University
- ◆ MEd, Education/Supervision, Lynchburg College
- ◆ BSN, Hampton University

Michael Dean
Adjunct Instructor

- ◆ MBA, Healthcare Management, University of Scranton
- ◆ BA, Film Studies, University of Utah
- ◆ AS, General Studies, Salt Lake Community College

Michelle Fox
Adjunct Instructor

- ◆ MS, Education, Concordia University
- ◆ BS, Business Management, Healthcare Administration, Concordia University

Todd Kane
Instructor

- ◆ MBA, Healthcare Administration, North Central University
- ◆ MEd, Organizational Leadership, North Central University
- ◆ BBA, Management, North Central, University
- ◆ MSIT, Computer Assurance & Security, Kaplan University

Jace Manning
Adjunct Instructor

- ◆ MBA, University of Utah
- ◆ BS, Industrial Engineering and Management, North Dakota State University
- ◆ BS, Applied Mathematics, Jamestown College

Deborah Nolder
Instructor

- ◆ MSN, Northern Kentucky University
- ◆ BSN, University of Kentucky

Marian Paller
Faculty Program Advisor

- ◆ MS, Health Promotion and Education, University of Utah
- ◆ BS, Health Promotion & Education, University of Utah

School of Healthcare – Allied Health Department

Dr. Sherri Cooper
Dean - School of Healthcare

- ◆ EdD, Higher and Post-Secondary Education, Argosy University
- ◆ MA, Educational Leadership, Argosy University
- ◆ BA, Administration of Non-Profit Organizations, Metropolitan State College

Steven Wagner, PhD.
Lead Associate Dean

- ◆ PhD, Public Policy and Administration, Health Services, Walden University
- ◆ MPA, Public Administration, Walden University
- ◆ BA, Natural Science, University of Texas

Peggy Schmidt
Associate Dean

- ◆ MS, Organizational Leadership, Argosy University
- ◆ MAEd, Higher & Post-secondary Education, Argosy University
- ◆ BSN, Spalding College

Karen Garcia
Associate Dean of Curriculum

- ◆ MS, Teaching and Learning Organizational Leadership and Change Management, Colorado State University
- ◆ Certificate, Medical Assistant, Pima Medical Institute

Daron Collins, RPT
Faculty Program Advisor

- ◆ BS, Business & Management, University of Phoenix

Tracey Crispell, RPT
Faculty Program Advisor

- ◆ BS, Educational Studies, Walden University

Scot Dawson
Faculty Program Advisor

- ◆ MS, Healthcare Informatics Independence University
- ◆ BS, Computer Science, Stevens-Henager College

Krystal Green, CPhT
Faculty Program Advisor

- ◆ MBA, Healthcare Management, Liberty University
- ◆ BS, Psychology, Virginia Commonwealth University

Alisha Hicks, RN
Faculty Program Advisor

- ◆ MSN, Samford University
- ◆ BSN, University of Alabama

Nicole Joy, PA
Faculty Program Advisor

- ◆ MMS, Physician Assistant Studies, Midwestern University
- ◆ BMS, Physician Assistant Studies, Midwestern University

Laura Lee
Faculty Program Advisor

- ◆ MS, Community Health/Health Care Management, Old Dominion University
- ◆ BS, Health Sciences/Health Studies, James Madison University

Christine Marques
Faculty Program Advisor

- ◆ BS, Biology, University of South Florida
- ◆ AS, Nuclear Medicine, Hillsborough Community College

Tiana McGee
Faculty Program Advisor

- ◆ BA, Science, Governors State University

Sarah Murphy
Faculty Program Advisor

- ◆ MBA, University of Phoenix
- ◆ BS, International Business, Davenport University

Beth Orr
Faculty Program Advisor

- ◆ BFA, Communication, Emporia State University
- ◆ AS, Medical Administrative Assistant, Ultimate Medical Academy

Dana (Beth) Swadley, RT(r)(arrt)
Faculty Program Advisor

- ◆ BS, Healthcare Administration, Daymar College Online
- ◆ AS, Health Science in Radiologic Technology, University of Louisville

Patricia Tyhurst
Faculty Program Advisor/Externships

- ◆ BA, English Education, Carroll College

Tiffany Vickers
Faculty Program Advisor

- ◆ MS, Health Promotion and Education, University of Utah
- ◆ BS, Business Management, Western Governors University

Dr. Veronica Abraham
Adjunct Instructor

- ◆ MD, General Medicine & Surgery, Pontifical Catholic University of Ecuador, Quito
- ◆ MPH, Drexel University
- ◆ Certificate, Physiology, Harvard Medical School

Zarena Allen
Adjunct Instructor

- ◆ MBA, Healthcare Management, American Intercontinental University Online
- ◆ MBA, Human Resource Management, American Intercontinental University Online
- ◆ BLA, University of Missouri – Kansas City

Laquita Anderson-White
Adjunct Instructor

- ◆ MPH, Columbia Southern
- ◆ MBA, Stratford University
- ◆ BS, Behavioral Science, University of Maryland
- ◆ AA, Allied Health Science, Community College of the Air Force

Lisa Bannerman, CMA
Adjunct Instructor

- ◆ EJD, Health Care Law, Concord Law School
- ◆ MBA, Health Care, Baker Center for Graduate Studies
- ◆ BS, Healthcare Administration, University of Detroit Mercy

Terri Bond
Adjunct Instructor

- ◆ MS, Health Promotion and Exercise Science, California University of Pennsylvania
- ◆ BS, Kinesiology, Temple University

Stacey Bottone
Adjunct Instructor

- ◆ MBA, Salve Regina University
- ◆ MS, Health Information Management/Health Information Systems, Purdue Global University
- ◆ BS, Business Administration, Charter Oak State College

Abigail Chelstowski
Adjunct Instructor

- ◆ MBA, Health Care Management, Herzing University
- ◆ BS, Healthcare Administration, Mercy College of Ohio

Malinda Christensen, PA
Adjunct Instructor

- ◆ MS, Physician Assistant Studies, Idaho State University
- ◆ BS, Exercise and Sports Science, Brigham Young University

Laura Diggle
Adjunct Instructor

- ◆ MS, Instructional Design & Learning Tech, Franklin University
- ◆ BS, Allied Healthcare Management, Franklin, University
- ◆ AS, Medical Assisting, Ivy Tech Community College

Wyatt Gage, RT (r)(ct)(arrt)
Instructor

- ◆ MA, Healthcare Administration, Ashford University
- ◆ BS, Advanced Radiography, Weber State University

Jon Jensen
Adjunct Instructor

- ◆ MPH, Environmental Health, A.T. Still University
- ◆ BS, Microbiology, Chemistry and Spanish, Weber State University

Danielle Jones
Adjunct Instructor

- ◆ AS, Health Information Management, Florida Southwestern State College

Tara Mellot
Adjunct Instructor

- ◆ MS, Healthcare Administration, Stevens-Henager College
- ◆ BS, Occupational Education, Wayland Baptist University
- ◆ AS, Allied Health Science, Wayland Baptist University
- ◆ AS, Instructor of Technology and Military Science, Community College of the Air Force
- ◆ AS, Allied Health Sciences, Community College of the Air Force

Erin Messer, PharmD
Adjunct Instructor

- ◆ PharmD, Duquesne University
- ◆ MBA, Argosy University

Ra'kia Moorehead, CPhT
Adjunct Instructor

- ◆ MS, Cosmetic Science, Fairleigh Dickinson University
- ◆ BS in Chemistry, Howard University
- ◆ Diploma, Pharmacy Technician, Ultimate Medical Academy

Amy Newton
Faculty Program Advisor

- ◆ BS, Health Science, Kaplan University

Coleen Poitinger, CPC
Instructor

- ◆ MHSM, Health Care Administration, Keiser University
- ◆ BS, Health Care Administration, Keiser University
- ◆ AS, Health Care Administration, Keiser University

Jacquelyn Rembert
Adjunct Instructor

- ◆ MS, Healthcare Management, Kaplan University
- ◆ BS, Biology, Francis Marion University

Alice Reybitz, RN
Faculty Program Advisor

- ◆ BA, Communications, Gannon University
- ◆ ASN, St. Petersburg College

Catherine Romeo
Instructor

- ◆ MS, Healthcare Informatics, Independence University
- ◆ MA, Organizational Management, University of Phoenix
- ◆ BA, Studio Art, Arizona State University

Kara Silvers, CPC
Adjunct Instructor

- ◆ MEd, Auburn University
- ◆ MS, Special Education, Western Governor's University
- ◆ BS, Fashion Merchandising, Auburn University
- ◆ BA, Mathematics, Ottawa University

Nicki Vaughn
Instructor

- ◆ MHA, University of Phoenix
- ◆ MBA, University of Phoenix
- ◆ BS, Health Promotion, Weber State University

Jennifer Vazquez, CPhT
Adjunct Instructor

- ◆ BS, General Studies, Columbia College
- ◆ AA, General Studies, Daytona State College
- ◆ Diploma, Medical Office Billing Specialist, Ultimate Medical Academy

Telicia Ward-Thomas
Adjunct Instructor

- ◆ BS, Public Health, University of South Florida

Kimberly Warren, RN
Adjunct Instructor

- ◆ MSN, Education, Western Governors University
- ◆ BSN, Western Governors University
- ◆ ASN, Miami, University

Nicole A. Washington, RN
Adjunct Instructor

- ◆ MS Healthcare Administration, University of Maryland
- ◆ BSN, University of Delaware

Melissa Wheeler
Adjunct Instructor

- ◆ MPH, California College of Health Sciences/ Independence University
- ◆ BS, Biochemistry and Cell Biology, University of California San Diego

Cynthia Wright
Adjunct Instructor

- ◆ MPAH, Columbus State University
- ◆ BS, Health Science, Columbus State University
- ◆ AAT, Management & Supervisory Development, Columbus Technical College

**School of Healthcare
Respiratory Therapy Depart.**

Ken Wyka, CRT, RRT, RTT
Dean, School of Healthcare

- ◆ MS, Biology, Fairleigh Dickinson University
- ◆ BS, Biology, Fairleigh Dickinson University
- ◆ RT Certificate, Lenox Hill Hospital School of Respiratory Therapy

Daniel Williams, CRT, RRT, NPS, ACCS
Clinical Director-Respiratory Therapy

- ◆ MA, Adult Education, East Carolina University
- ◆ BS, Respiratory Therapy, University of North Carolina
- ◆ Certificate, Community College Instruction, East Carolina University

Deryl Gulliford, RCP, RRT
Associate Dean

- ◆ MHA, Health Care Administration, University of Cincinnati
- ◆ BS, Respiratory Therapy, Ohio State
- ◆ Licensed Respiratory Care Practitioner, Oklahoma

Dr. Fay Mathis, RRT
Associate Dean

- ◆ EdD, Education Leadership, Argosy University
- ◆ MEd, Valdosta State University
- ◆ BS, Education, Valdosta State University

Steven Pavlak
Associate Dean

- ◆ MS, Health Services, California College of Health Sciences
- ◆ BS, Respiratory Care, Youngstown State University
- ◆ AS, Respiratory Therapy Tech, Youngstown State University
- ◆ Certificate, Allied Health, Youngstown State University

Shawn Matheson
Faculty Program Advisor

- ◆ MBA, University of Phoenix
- ◆ BS, Business Management, University of Phoenix

Vicky Robbins, RRT, RCP
Faculty Program Advisor

- ◆ BS, Respiratory Therapy, Stevens-Henager College
- ◆ AAS, Respiratory Therapy, Weber State University

Stephen Shitara, CRT, RRT
Faculty Program Advisor

- ◆ BS, Respiratory Therapy, Boise State University
- ◆ AS, Respiratory Therapy, Mt. San Antonio College

Kevin Wilkinson, NPS, CRT, RRT
Faculty Program Advisor

- ◆ MBA, Independence University
- ◆ BS, Zoology, Brigham Young University
- ◆ AS, Respiratory Therapy, Weber State University
- ◆ AS, Computer Science, Utah Valley State College

Jerry Boggs, RT
Adjunct Instructor

- ◆ MA, Instructional Tech/Media: Instructional Systems, University of Central Florida
- ◆ BS, Technical/Vocational Education, University of Central Florida

Michael Bonham, CRTT, RRT, RCP
Adjunct Instructor

- ◆ MS, Healthcare Administration, Independence University
- ◆ BS, Health Services Management, Independence University
- ◆ AS, Respiratory Therapy, California College of Health Sciences
- ◆ Certificate, Respiratory Therapy and Clinical Practice, Francis Tuttle Technology Center

Bill Cohagen, RRT
Instructor

- ◆ MS, Healthcare Administration, Independence University
- ◆ BS, Healthcare Management, Ottawa University
- ◆ Certificate, Respiratory Therapy, Apollo Maricopa College
- ◆ Certificate, Respiratory Therapist Technician, Maricopa Tech Community College

Gayle Coker, CRT, RRT, RCP
Adjunct Instructor

- ◆ MBA, Healthcare Administration, Southern Nazarene University
- ◆ BS, Business Administration, Southern Nazarene University
- ◆ AS, Respiratory Therapist, Rose State College

Karen Crouch
Adjunct Instructor

- ◆ MS, Healthcare Administration, Independence University
- ◆ BS, Healthcare Administration, Independence University

Tim Dunkley, RCP
Adjunct Instructor

- ◆ BS, Respiratory Therapy, Weber State University
- ◆ AAS, Respiratory Therapy, Weber State University
- ◆ AS, Respiratory Therapy, Weber State University

Crystal Fishman, RCP
Adjunct Instructor

- ◆ MS, Education, University of Wisconsin
- ◆ BS, Management, University of Phoenix
- ◆ AAS, Respiratory Therapy, Union County College

Julia Fussell, NRP, RCP
Instructor

- ◆ MPH, Public Health, Independence University
- ◆ BS, Respiratory Care Management, Independence University

Nia George, RCP
Instructor

- ◆ MA, Organizational Management, Ashford University
- ◆ BA, Organizational Management, Ashford University
- ◆ AAS, Respiratory Care, Temple College

Jim Grantz, RCP
Instructor

- ◆ BS, Ethics Management, Mid-America Christian University
- ◆ AS, Respiratory Care, Northern Oklahoma College

Deborah Hill, RRT
Instructor

- ◆ MEd, Adult Education Community Service, University of Central Oklahoma
- ◆ BA, Education - Allied Health Med, University of Central Oklahoma

Sheila Lancaster, RCP
Instructor

- ◆ MPH, Community Health Education, San Francisco State University
- ◆ BS, Health Education, San Francisco State University
- ◆ Respiratory Care Certificate, Skyline College
- ◆ AA, Skyline College

Michael Luck, NRP, RCP, RRT
Instructor

- ◆ BS, Respiratory Care – Advanced, Independence University
- ◆ AS, Advanced Respiratory, Independence University

Tabitha Singleton, RRT
Instructor

- ◆ BS, Allied Health, Weber State University
- ◆ AS, Respiratory Therapy, Weber State University

School of Technology

Thomas Santa Maria
Dean –School of Technology

- ◆ MBA, Technology Management, University of Phoenix
- ◆ BS, Computer Information Systems Management, Colorado Christian University

Christin Hopkins
Lead Associate Dean

- ◆ BS, Marketing, University of Florida

Shane Lauber
Associate Dean

- ◆ MS, Information Systems Management, Hodges University
- ◆ BA, Information Systems, Eckerd College

James Major
Associate Dean

- ◆ MS, Information Systems, Independence University
- ◆ BS, Computer Science, Stevens-Henager College

Mitchell McDonald
Associate Dean

- ◆ MA, History, American Public University
- ◆ BS, Information Technology Management, Colorado Technical University
- ◆ AA, General Studies, Central Texas College

Daniel Nickel
Associate Dean

- ◆ MBA, Entrepreneurship, Independence University
- ◆ BS, Computer Science, CollegeAmerica

Dee Dee Rich
Associate Dean

- ◆ BS, Computer Science, US Military Academy

Patricia Shaffer
Associate Dean

- ◆ MS, Information Communications Technology/Information System Security, University of Denver
- ◆ MS, Computer Information Systems, University of Phoenix
- ◆ MA, Human Resources/ Management, Webster University;
- ◆ BA, Social Science, Chapman University
- ◆ AS, Network Administration, Blair (Everest) College

Jeffrey Demetrelis
Faculty Program Advisor

- ◆ MBA, Project Management; Colorado Technical University
- ◆ MS, Management, Colorado Technical University
- ◆ BS, Software Engineering, Colorado Technical University

Samuel McClain
Faculty Program Advisor

- ◆ MS, Information Systems, Independence University
- ◆ BS, Technology Support and Training Management, University of South Carolina

Kimberly Avery
Adjunct Instructor

- ◆ MA, Education, University of Phoenix
- ◆ BFA, Edinboro University

Christine Bailey
Instructor

- ◆ MA, Computer Resources and Information Management, Webster University
- ◆ BS, Management Information Systems, Excelsior College

Marc Banghart
Adjunct Instructor

- ◆ PhD, Industrial & Systems Engineering, Mississippi State University
- ◆ MS, Industrial Engineering, Mississippi State University
- ◆ MS, Computer Engineering, Stevens Institute of Technology
- ◆ MS, Systems Engineering, Southern Methodist University
- ◆ BS, Applied Computer Science, Troy University

Michael Bates
Adjunct Instructor

- ◆ MS, Cybersecurity, Webster University
- ◆ BS, Technical Management, DeVry University
- ◆ AS, Cybersecurity & Electronic Systems Technology, Community College of the Air Force

Andrew Black
Instructor

- ◆ PhD, Education, Capella University
- ◆ MS, Computer Science, Stevens Henager College;
- ◆ MBA, Technology Management, University of Phoenix
- ◆ BS, Applied Science, ITT Technical

Nathan Braun
Instructor

- ◆ MBA, Computer and Information Security, North Central University
- ◆ BA, Business Administration & Applied Computer Science, North Central University

Amy Bjornsrud-Tidwell
Adjunct Instructor

- ◆ MS, Information Systems, Independence University
- ◆ MA, Curriculum and Instruction, University of Colorado
- ◆ BS, Business Administration, Colorado State University

Bryan Buck
Adjunct Instructor

- ◆ MBA, Technology Management, University of Phoenix
- ◆ BS, Business Administration, Elon University

Richard Bugyi-Sutter
Adjunct Instructor

John Campbell
Adjunct Instructor

- ◆ MS, Info Security & Assurance, Western Governors University
- ◆ BS Computer Information Systems, DeVry University

Stephanie Clark
Adjunct Instructor

- ◆ PhD, Information Technology, Capella University
- ◆ MA, Comp Resource/Information Management
- ◆ BS, Psychology, Auburn University

Jeremy Colvin
Instructor

- ◆ PhD, Argosy University
- ◆ MBA, Entrepreneurship, Independence University
- ◆ BS, Business Management, University of Phoenix

Hartford Dawson
Adjunct Instructor

- ◆ PhD, Information Technology, Capella University
- ◆ MS, Information Technology, Florida Institute of Technology

Amanda Ferrante
Instructor

- ◆ MBA, Regis University
- ◆ BS, Business Administration, University of Southern Colorado

Daniel Gagnon
Adjunct Instructor

- ◆ MS, Info Security & Assurance, Western Governors University
- ◆ BS, Information Technology & Management, Delaware Valley University

Melissa Hallock
Adjunct Instructor

- ◆ MIS, University of Phoenix
- ◆ BAS, Networking, Davenport University

Samuel Haney
Adjunct Instructor

- ◆ MS, Information Technology, Independence University
- ◆ BS, Integrated Technology, University of South Carolina

Mehedi Hasan
Adjunct Instructor

- ◆ MS, Software Engineering, George Mason University

Robert Hawley
Adjunct Instructor

- ◆ MA, Psychology, Guidance and Counseling, University of Northern Colorado
- ◆ MS, Computer Science, UCLA
- ◆ BS, Computer Science, USAF Academy

Joshua Heath
Adjunct Instructor

- ◆ MA, International Peace & Conflict Resolution, American University
- ◆ BA, Political Science, Marist College

James Hindman
Adjunct Instructor

- ◆ MS, Cyber-Security, Western Governors University

David Hoffman
Adjunct Instructor

- ◆ MS, Information Technology and Software Engineering, University of Maryland
- ◆ BS, Computer Science, Beaver College
- ◆ AS, Computer Science, Beaver College

Angela Jelderks
Instructor

- ◆ BBA, Business, University of Houston-Downtown
- ◆ AA, General Education, Houston Community College

Catherine Johnston
Adjunct Instructor

- ◆ BS, Computer Science, United States Military Academy

Amber Martin
Adjunct Instructor

- ◆ MS, Information System, Baker College
- ◆ BS, Web Development, Baker College
- ◆ AS, Web Design, Baker College

Elaine McLeod
Instructor

- ◆ MA, Comp Resr/Int Management, Webster University
- ◆ BS, Business Management, Limestone College
- ◆ AS, Telecommunications Systems Mgt., Midlands University

Keita Melchi
Instructor

- ◆ BA, Education, Ashford University

Matthew Newman
Adjunct Instructor

- ◆ MISM, Information Systems Management, Keller Graduate School of Management
- ◆ BS, Project Management & Administration, ITT Technical Institute
- ◆ AS, Computer-Aided Drafting Technology, ITT Technical Institute

Charmyn Neumeyer
Adjunct Instructor

- ◆ MA, Education, New Mexico State University
- ◆ BS, Economics and Business, New Mexico State University

Erin Seamons
Adjunct Instructor

- ◆ BA, Economics, Westminster College

Mary Simerly
Adjunct Instructor

- ◆ MS, Animal Science, University of Texas
- ◆ BS, Animal Science, University of Tennessee

Kristen Smith-Krull
Adjunct Instructor

- ◆ MBA, Business Management, University of Colorado
- ◆ BA, Management, University of Phoenix

Ralph Spraker
Instructor

- ◆ Ph.D., Philosophy/Secondary Education, University of South Carolina
- ◆ MA, Natural Science, University of South Carolina
- ◆ MS, Science Education, Montana State University
- ◆ MA, Program 2, Columbia International University
- ◆ BA, Humanities, Biola College

Cindy Springer
Adjunct Instructor

- ◆ MBA, Strayer University
- ◆ MA, Computer Resources and Information Management, Webster University
- ◆ BS, Computer Information Systems, Limestone College

Tricia Torres

Adjunct Instructor

- ◆ MEd, Curriculum and Technology, University of Phoenix
- ◆ BA, Liberal, Regis University

Gary Weber

Adjunct Instructor

- ◆ MA, Computer Research/Information Management, Webster University
- ◆ BS, History, US Air Force Academy

Tricia Williams

Adjunct Instructor

- ◆ MS, Cyber-Security, Liberty University
- ◆ BS, Computer Information Systems, Independence University

Christopher Zacher

Instructor

- ◆ MS, Information Technology, Colorado Technical University
- ◆ BS, Information Technology Network Administration, Microsoft, National American University
- ◆ AAS, Information Technology, National American University

2019 Annual Security Report

Independence University



CENTER FOR EXCELLENCE IN
HIGHER EDUCATION

Center for Excellence in Higher Education

Independence University

Annual Campus Security Report

Published October 2019

Security Reporting for 2016, 2017 & 2018

Chapter 1

How to report criminal actions or other emergencies occurring on campus

Timely warning reports to students and staff

In the event a situation arises, either on or off campus, that, in the judgment of the Campus Director, constitutes an ongoing or continuing threat, a campus-wide “timely warning” will be issued via email.

Some situations may constitute an emergency, and require an immediate College-wide notification (for example, any situation that poses an immediate threat to the community). In such situations, the Campus Director may send a warning to all students and staff using the Call-Em-All phone broadcasting service. Used to notify staff and students immediately of any emergency conditions, this mass notification service allows a voice message to be sent to a group of people in the event of an emergency. Anyone with information warranting a timely warning should report the circumstances to the Campus Director, by phone (801.281.7620 ext. 3500) or in person at the campus.

Policy for preparing the annual disclosure of crime statistics

The Annual Security Report is compiled by the compliance department of the Center for Excellence in Higher Education (the parent company of this campus) to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The full text of this report can be located on our web site at www.independence.edu. This report is prepared in cooperation with the local law enforcement agencies surrounding each campus.

Campus crime, arrest and referral statistics include those reported to designated campus officials and local law enforcement agencies.

Each year, an email notification that provides this report is made to all enrolled students. Faculty and staff receive similar notification via email.

Titles of each person or organization to whom student and employees should report criminal offenses and sexual misconduct described in the law for purpose of making timely warning reports and the annual statistical disclosure.

To report a crime:

Contact the Campus Director at 801.281.7620 ext. 3500 (non-emergencies); or dial 911 (emergencies only).

If you are the victim of a crime and do not want to pursue action within the College structure or the criminal justice system, you may still want to consider making a confidential report. In most cases, the Campus Director can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the College can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution.

Notice of Student and Employee's Rights:

When a student or employee reports to the institution that the student or employee has been a victim of sexual misconduct (including but not limited to dating violence, domestic violence, sexual assault, and stalking), whether the offense occurred on or off campus, the institution will provide the student or employee a written explanation of the student or employee's rights and options.

Chapter 2

Security of Campus Facilities

Security of and access to campus facilities and security considerations used in the maintenance of the campus facilities

The Campus Director's office maintains the college and grounds with a focus on safety and security. They regularly inspect these facilities and promptly make appropriate repairs. Representatives from the College periodically inspect the entire campus to review lighting and environmental safety concerns. The College does not have residence halls or any kind of dormitory facilities.

The College is an "open campus with restrictions." College facilities are open during the day and evening hours when classes are in session. When buildings have been secured for the night, for holidays, etc., only employees and authorized students with proper I.D. are admitted.

Report a Hazard - Individuals are encouraged to report hazardous conditions or safety concerns to the Campus Director's office.

Chapter 3

Crime Prevention

The law enforcement authority of campus security personnel and the working relationship of campus security personnel with state and local law enforcement agencies

The College does not maintain a state certified police department. Local law enforcement agencies are contacted as needed. The College works closely with local municipal, county, state, and federal law enforcement agencies.

Policies which encourage accurate and prompt reporting of all crimes to the campus police and the appropriate law enforcement agencies.

The College encourages accurate and prompt reporting of all crimes to the Campus Director's office or to local law enforcement authorities where the crime occurred.

CAMPUS EMERGENCIES: 911

NON-EMERGENCIES: Campus 801.281.7620 ext. 3500

Procedures, if any, that encourage pastoral counselors and professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics

The College does not employ pastoral or professional counselors. All reports will be investigated. The College does not have procedures for voluntary, confidential reporting of crime statistics. Violations of the law will be referred to law enforcement agencies. When a potentially dangerous threat to the College community arises, timely reports or warnings will be issued through the Call-Em-All phone broadcasting service.

Chapter 4

Campus Law Enforcement/Security

Type and frequency of programs designed to inform students and employees about campus security procedures and practices and to encourage students and employees to be

responsible for their own security and the security of others.

Educational Programs regarding Crime Prevention and Drug and Alcohol Abuse and Sexual Assault Prevention are presented to all students through a learning module in their first course. Employees receive this information through the Human Resources department. Additional Crime prevention information is included in this Campus Security Report, distributed to all students annually.

A common theme of all awareness and crime prevention programs is to encourage students and employees to be aware of their responsibility for their own security and the security of others.

When time is of the essence, information is released to the College community through the Call-Em-All phone broadcasting service.

Description of programs designed to inform students and employees about the prevention of crimes

Educational Programs regarding Crime Prevention and Drug and Alcohol Abuse and Sexual Assault Prevention are presented to all students through a learning module in their first course and to new staff and faculty through employee orientation.

Statement of policy concerning the monitoring and recording, through local police agencies, of criminal activity in which students engaged at non-campus locations of student organizations officially recognized by the institution.

The campus does not maintain any non-campus locations of student organizations.

Chapter 5

Alcohol and Drugs

Policy regarding the possession, use and sale of alcoholic beverages and enforcement of state underage drinking laws. Provide a statement of policy regarding the possession, use and sale of illegal drugs and enforcement of federal and state drug laws.

The College encourages and sustains an academic environment that promotes the health, safety, and welfare of all College members. Thus, it is the long-standing policy of the College that employees and students completely abstain, on campus, from the possession, use, or distribution of any alcohol or illegal drug and also abstain from the use, possession or distribution of any controlled legal substance without specific medical authorization. Personnel or students known to be possessing, using, or distributing illegal drugs or alcohol on campus are subject to College disciplinary action and, if appropriate, to legal sanctions pursuant to local, state, and federal law.

Drug-Free Workplace Act: The College has adopted a comprehensive Drug-Free School Policy and has made the commitment to maintain a workplace free from the unlawful manufacture, use, dispensing, possession or distribution of controlled substances, as defined by applicable law. The college absolutely prohibits the unlawful manufacture, use, dispensing, possession or distribution of controlled substances by any student or individual in the workplace. All students and personnel engaged in the performance of a federally-funded contract or award must comply with the terms of the Drug-Free Workplace Policy, the Honor Code, and the Drug-Free School Policy

as conditions of enrollment/employment. All individuals engaged in the performance of work under a federally-funded contract will receive a copy of this policy.

Drug or alcohol abuse education programs as required under Section 120(a) through (d) of HEA and the Drug-Free Schools and Communities Act (DFSCA).

Educational programs regarding Crime Prevention and Drug and Alcohol Abuse and Sexual Assault Prevention are presented to all students through a learning module in their first course. Employees receive this information through the Human Resources department. Additional information is included in this Campus Security Report distributed to all students and employees annually.

Statement that the institution will upon written request, disclose to the alleged victim of a crime of violence, or sexual misconduct, the report on the results of any disciplinary proceeding conducted by such institution against a student who is the alleged perpetrator of such crime or offense.

The college will, upon written request, disclose to the alleged victim of a crime of violence, or sexual misconduct, the results of any disciplinary hearing conducted by the College against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the College will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

Policy regarding your institution's emergency response and evacuation procedures

Upon confirmation of a significant emergency or dangerous situation involving an imminent threat to the health or safety of the campus community the following communication resources and procedures will be activated:

- The Campus Director will confirm the magnitude and scope of an emergency, at which time activation of the College's mass notification system, the Call-Em-All phone broadcasting service, and/or evacuation procedures will be determined.
- Upon confirming that an event warrants immediate notification of the campus community, the Director will direct the activation of the Call-Em-All phone broadcasting service Without delay, unless mitigating factors warrant a delay, alert, information, and reassurance messages will be streamed to the campus community by the Call-Em-All phone broadcasting service.
- Evacuation and/or shelter-in-place directions will be given.
- Should the incident and/or threat impact the larger community, the police department will determine whether residents should be alerted.
- Testing the system:
 - On a semiannual basis, the mass notification using personal cell phones will be tested.
 - The test will be unannounced.
 - The test message is as follows: "This is a test of the College's emergency response alert system. In the event of a real emergency, this alert message

will tell you what the emergency is and what to do."

- A record will be made of each test, including a description, the date and time, and whether the test was announced or unannounced.
- The College will publicize its emergency notification procedures in conjunction with the testing of the alert system.
- Under the direction of the Campus Director's office, evacuation drills are conducted on an annual basis. A record is made of each drill including a description, the location, the date and time, and whether the test was announced or unannounced.

TIMELY WARNING NOTICE POLICY

Reporting and notification:

Anyone with information warranting a timely warning should immediately report to the timely warning notice committee. Shortly after the incident is reported, a decision will be made by the committee to issue a notification on a case-by-case basis. The timing of the notification shall be based on the seriousness of the crime in relation to possible risk of compromising law enforcement efforts and the continuing threat to the students, employees, and guests of the College.

Warnings:

Information included in the warnings may include, but are not limited to, the following information:

- Type of crime
- Location
- Date and time occurred
- Any suspect information

Procedure:

The following methods may be used to disseminate information to the campus community about crimes that represent a continuing threat to students and employees:

- Email—issued campus-wide
- Flyers—posted in visible areas, such as entry doorways.
- Text messaging—notifications distributed to students and staff who have voluntarily signed up for the service.

Chapter 6

Sexual Misconduct

Educational programs and campaigns to promote the awareness of sexual misconduct including dating violence, domestic violence, stalking, and sexual assault crimes including rape, acquaintance rape and other sex offenses.

Sexual misconduct prevention sessions are presented to all new students in their first required course. Additional information is included in this Campus Security Report distributed to all students annually.

Procedures that victims should follow if an incident of sexual misconduct has occurred including: Procedure concerning who should be contacted, the importance of preserving evidence for proof of a criminal offense and to whom the alleged offense should be reported.

If you are a victim of a sexual assault at this campus, your first priority should be to get to a place of safety. You should then obtain necessary medical treatment. Time is a critical factor for

evidence collection and preservation. An assault should be reported directly to a College manager. Filing a report will:

- ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim;
- provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam);
- assure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

Information on a student's option to notify appropriate law enforcement authorities including: On-campus and local police and a statement that institutional personnel will assist the student in notifying these authorities, if the student requests the assistance of these personnel

The College strongly advocates that a victim of sexual assault report the incident in a timely manner to the local police. The campus personnel will assist the victim in making contact with the local police. Time is a critical factor for evidence collection and preservation.

Notification to students and employees about counseling, health, victim advocacy, legal assistance, and other student services for victims of sexual misconduct.

The College will offer referrals to off-campus counseling, mental health or other services available for victims of sexual misconduct.

Notification to student that the institution will change a victim's academic and living situations after alleged sexual misconduct, and the options for those changes if those changes are requested by the victim and are reasonably available.

Available Accommodations:

The following accommodations are available to victims of sexual misconduct:

- alteration of academic schedule
- withdrawal from/retake course without penalty
- access to academic support (e.g. tutoring)

Additional Interim Measures the school may be able to provide for complainants while an investigation is pending include:

- no contact orders
- changing alleged perpetrator's course schedule

Procedures for campus disciplinary proceedings in cases of an alleged sexual misconduct

Depending on the crime and circumstances, the school may not be able to honor the victim's request that their name not be disclosed to the alleged perpetrator, or that no investigatory or disciplinary action be taken.

College Personnel: A victim of sexual misconduct allegedly perpetrated by an employee may choose to report the alleged perpetrator to the Campus Director for the assessment of appropriate sanctions which shall be determined and administered according to established employee grievance procedures. However, in the case of sexual misconduct, the Campus Director, in addition to the

process established in its grievance procedures, must do the following:

- Provide the accuser with the information identified in this policy as to whom should be contacted for assistance, and to whom the alleged offense should be reported - emphasizing the importance of preserving evidence as may be necessary for the proof of a criminal offense.
- Provide the accuser and the accused with the same opportunities to have others present during a campus disciplinary proceeding.
- Provide the accuser and the accused with information concerning the outcome of any campus disciplinary proceeding.
- Inform the accuser of options to notify proper law enforcement authorities, including local police, and the option to be assisted by campus authorities in notifying these authorities if the accuser so chooses.
- Provide notification to accuser of the information identified in this policy of existing mental health counseling or other church or community services in the community for victims of sexual misconduct.

Students: A victim of sexual misconduct by a student may choose to report the alleged perpetrator to the Campus Director's office.

The Accuser will be:

- treated with consideration and understanding;
- encouraged to report the incident to appropriate local law enforcement authorities, and to seek appropriate legal redress;
- informed of the option to be assisted by campus authorities in notifying law

- enforcement authorities;
- given a list of off-campus sexual misconduct victim services (medical, legal, ecclesiastical, educational and mental health), and encouraged to utilize these resources;
- informed of reasonable options and assistance in changing academic arrangements;
- informed that he/she must identify the accused and provide sufficient details of the event in writing in order for the College to investigate and, if justified, sanction the accused;
- informed that a person of his/her choice may accompany them, for the purpose of providing support, to any resulting campus disciplinary proceeding;
- informed that he/she will be promptly informed as to the outcome of the disciplinary proceeding;
- informed that the College will act responsibly to respect his/her privacy ;
- informed that the College will initiate reasonable measures to assist in his/her safety.

The Accused will be:

- informed of the nature of the allegations and to participate in an investigative interview;
- treated with consideration;
- allowed to respond in writing as to the allegation;
- cautioned to have no contact with the accuser during this process;
- informed that he/she will be promptly informed as to the outcome of the disciplinary proceeding.

Sanctions the institution may impose following a final determination of an institutional disciplinary proceeding regarding rape, acquaintance rape or other sexual misconduct.

Sanctions: A determination will be made as to an appropriate sanction based upon all information gathered during the investigation. The range of appropriate sanctions may vary according to the facts:

- If the administrative personnel determines that it is more probable than not that the sexual misconduct as alleged by the accuser did take place, appropriate College sanctions will be imposed.
- If the accuser or accused elect to appeal the decision and or sanction, the matter will then be heard by the Campus Director.
- If it is not feasible for the College to come to a decision with respect to the allegation and the accuser pursues legal redress through the criminal or civil courts, the determination of the College may be deferred pending the outcome of the legal process. Depending upon the court action, the College may impose an appropriate sanction retroactive to the date of the sexual misconduct.
- The College will act responsibly to protect the welfare and privacy of the accused in respect to the processes at the college.

Campus Coordination: Allegations of sexual misconduct should be promptly reported to the Campus Director's office. The Campus Director's office in turn will make referrals to appropriate campus departments. All departments will cooperate in the exchange of relevant information to facilitate the determination of suitable sanctions and to assist the victim.

Chapter 7

Obtaining registered sex offender information

Statement advising the campus community where law enforcement agency information provided by a state concerning registered sex offenders may be obtained, such as the law enforcement office of the institution, a local law enforcement agency with jurisdiction for the campus or a computer network address.

In accordance with the federal Campus Sex Crimes Prevention Act (CSCPA), notice must be given of registered sex offenders to institutions of higher education if the offender is employed, carries on a vocation, or is a student at the institution.

Information regarding registered sex offenders residing within a specific geographic location can be accessed via:

Alabama

Alabama Law Enforcement Agency Community Information Center:
<http://app.alea.gov/Community/>

Alaska

Alaska's Council on Domestic Violence and Sexual Assault:
<https://dps.alaska.gov/sorweb/registry/search>

Arizona

Arizona State Registered Sex Offender Site:
http://www.azdps.gov/Services/Sex_Offender

Arkansas

Arkansas Crime Information Center – Sex Offender Search
<http://acic.org/sex-offender-search>

California

California Registered Sex Offender search
www.meganslaw.ca.gov

Colorado

Colorado State Registered Sex Offender Site:
<https://www.colorado.gov/apps/cdps/sor/>

Connecticut

State of Connecticut Department of Emergency Services & Public Protection:
http://www.communitynotification.com/cap_office_disclaimer.php?office=54567

Delaware

Delaware Sex Offender Central Registry:
<https://sexoffender.dsp.delaware.gov/>

District of Columbia

Metropolitan Police Department
Sex Offender Registry
<http://sexoffender.dc.gov/>

Florida

Florida Department of Law Enforcement:
<https://offender.fdle.state.fl.us/offender/sops/search.jsf>

Georgia

Georgia Bureau of Investigation:
<https://gbi.georgia.gov/georgia-sex-offender-registry>

Hawaii

Sex Offender and Other Covered Offender Search:
<http://sexoffenders.ehawaii.gov/sexoffender/welcome.html;jsessionid=2073E32BA5DD17807F868024B3AEB69B.lana>

Idaho

Idaho State Registered Sex Offender Site:
http://www.isp.idaho.gov/sor_id/

Illinois

Illinois Sex Offender Information:
<http://www.isp.state.il.us/sor/sor.cfm>

Indiana

Indiana Sex and Violent Offender Registry
<http://www.icrimewatch.net/indiana.php>

Iowa

Iowa Sex Offender Registry:
<http://www.iowasexoffender.com/>

Kansas

Kansas Bureau of Investigation:
<http://www.kbi.ks.gov/registeredoffender/>

Kentucky

Kentucky State Police Sex Offender Registry:
<http://kspsor.state.ky.us/>

Louisiana

Louisiana State Police
<http://www.icrimewatch.net/index.php?AgencyID=54450>

Maine

Maine Sex Offender Registry:
<http://sor.informe.org/cgi-bin/sor/index.pl>

Maryland

Maryland Department of Public Safety & Correctional Services:
<http://www.dpscs.state.md.us/sorSearch/>

Massachusetts

Massachusetts Sex Offender Registry Board:
<http://www.mass.gov/eopss/agencies/sorb/>

Michigan

Michigan State Police Sex Offender Registry:
http://www.michigan.gov/msp/0,1607,7-123-1589_1878_24961---,00.html

Minnesota

Minnesota Predatory Offender Registration:
<https://por.state.mn.us/OffenderSearch.aspx>

Mississippi

Mississippi Sex Offender Registry:
<http://state.sor.dps.ms.gov/>

Missouri

Missouri State Highway Patrol:
<http://www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html>

Montana

Montana Department of Justice Sexual or Violent Offender Registry:
<https://app.doj.mt.gov/apps/svow/>

Nebraska

Nebraska Sex Offender Registry:
<https://sor.nebraska.gov/>

Nevada

Nevada Department of Public Safety:
<http://www.nvsexoffenders.gov/>

New Hampshire

New Hampshire Department of Safety:
<http://www.nh.gov/safety/divisions/nhsp/offenders/disclaimer.html>

New Jersey

New Jersey State Police:
<http://www.njsp.org/sex-offender-registry/index.shtml>

New Mexico

New Mexico Department of Public Safety:
<https://www.dps.nm.gov/public-information/sex-offender-registry>

New York

New York State Division of Criminal Justice Services
<http://www.criminaljustice.ny.gov/nsor/>

North Carolina

North Carolina Department of Public Safety:
<http://sexoffender.ncsbi.gov/>

North Dakota

State of North Dakota Office of Attorney General:
<http://www.sexoffender.nd.gov/>

Ohio

Ohio Department of Rehabilitation and Correction:
<https://appgateway.drc.ohio.gov/OffenderSearch>

Oklahoma

Oklahoma Sex Offender Registry:
<https://sors.doc.state.ok.us/svor/f?p=119:1:>

Oregon

State of Oregon Sex Offender Inquiry System:
<http://sexoffenders.oregon.gov/>

Pennsylvania

Pennsylvania State Police:
<http://www.pameganslaw.state.pa.us/SearchResults.aspx>

Rhode Island

State of Rhode Island Parole Board & Sex Offender
Community Notification Unit:
<http://www.paroleboard.ri.gov/sexoffender/agree.php>

South Carolina

South Carolina Law Enforcement Division:
<http://scor.sled.sc.gov/ConditionsOfUse.Aspx>

South Dakota

South Dakota Department of Corrections:
<https://doc.sd.gov/about/faq/sexoffenders.aspx>

Tennessee

Tennessee Bureau of Investigation:
<https://www.tn.gov/tbi/general-information/redirect-tennessee-sex-offender-registry-search/sex-offender-registry-search.html>

Texas

Texas Department of Public Safety:
<https://records.txdps.state.tx.us/SexOffenderRegistry>

Utah

The Utah Department of Corrections' website:
http://www.communitynotification.com/cap_office_disclaimer.php?office=54438

Vermont

Vermont Sex Offender Registry:
http://www.communitynotification.com/cap_office_disclaimer.php?office=55275

Virginia

Virginia State Police:
<http://sex-offender.vsp.virginia.gov/sor/>

Washington

Washington Association of Sheriffs and Police Chiefs
Sex Offender Registry
<https://www.waspc.org/sex-offender-information>

West Virginia

West Virginia State Police:
<http://www.wvsp.gov/Pages/default.aspx>

Wisconsin

Wisconsin Department of Corrections:
<https://notis.doc.state.wi.us/notisExt/login>

Wyoming

Wyoming State Registered Sex Offender Site:

<http://wyomingdci.wyo.gov/dci-criminal-justice-information-systems-section/sex-offender-registry-section>

Chapter 8

Annual Campus Crime Statistics

CRIME DEFINITIONS

The statistics below reflect offenses and arrests reported to campus authorities and are compiled in accordance with the definitions used in the Uniform Crime Reporting System of the Department of Justice, and the Federal Bureau of Investigation (FBI), and as modified by the Hate Crime Statistics Act. These statistics may or may not accurately reflect the actual crime rates on campus. The following definitions are used by the Uniform Crime Reporting System:

Murder and Non-Negligent Manslaughter: The willful (non-negligent) killing of one human being by another.

Manslaughter by Negligence: The killing of another person through gross negligence.

Sexual Assault (Sex Offenses): Any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. Examples of forcible sex offenses include:

Rape: The penetration, not matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without consent of the victim This offense includes the rape of both males and females.

Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

Robbery: The taking or attempting to take anything of value from the care, custody, or control, of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Aggravated Assault: An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in serious personal injury if the crime were successfully completed.)

Burglary: The unlawful entry of a structure to commit a felony or a theft. For reporting purposes this definition includes: unlawful entry with intent to commit a larceny or felony; breaking and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts at these offenses.

Motor Vehicle Theft: The theft or attempted theft of a motor vehicle. For reporting purposes, this definition includes all cases where automobiles are taken by persons not having lawful access even though the vehicles are later abandoned—including joyriding.

Arson: Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Hate Crimes: Any of the aforementioned offenses, and any other crime involving bodily injury, larceny-theft, simple assault, intimidation, and destruction, damage, or vandalism of property that manifests evidence that the victim was intentionally selected because of the actual or perceived race, religion, sexual orientation, gender, gender identity, ethnicity, national origin, or disability of the victim.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

Domestic Violence: A felony or misdemeanor crime of violence committed

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred;
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Stalking: Engaging in a course of conduct directed to a specific person that would cause a reasonable person to

- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress

Illegal Weapons Possession: The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature. Included in this classification are: the manufacture, sale, or possession of deadly weapons; carrying deadly weapons—concealed or openly; the manufacture, sale, etc. of silencers; furnishing deadly weapons to minors; aliens possessing deadly weapons; and attempts to commit any of the above.

Drug Law Violations: The violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance; and arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing, and making of narcotic drugs.

Liquor Law Violations: The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages—not including driving under the influence and public drunkenness. Included in this classification is: the manufacture, sale, transporting, furnishing, possessing, etc., of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating a still; furnishing liquor to a minor or intemperate person; underage possession, using a vehicle for illegal transportation of liquor; drinking on a train or public conveyance; and attempts to commit any of the above.

EXPLANATION OF CONSENT

An affirmative consent requires that consent was given by both parties to sexual activity. Affirmative consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent. It shall not be a valid excuse to alleged lack of

affirmative consent that the accused believed that the complainant consented to the sexual activity under any of the following circumstances:

- Affirmative consent arose from the intoxication or recklessness of the accused.
- The complainant was asleep or unconscious.
- The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- The complainant was unable to communicate due to a mental or physical condition

Crime Statistics

Salt Lake City, Utah

Offense	Year	On-Campus	Public Property
Murder/Non-Negligent Manslaughter	2016	0	0
	2017	0	0
	2018	0	0
Manslaughter by Negligence	2016	0	0
	2017	0	0
	2018	0	0
Rape	2016	0	0
	2017	0	0
	2018	0	0
Fondling	2016	0	0
	2017	0	0
	2018	0	0
Incest	2016	0	0
	2017	0	0
	2018	0	0
Statutory Rape	2016	0	0
	2017	0	0
	2018	0	0

Robbery	2016	0	0
	2017	0	0
	2018	0	1
Aggravated Assault	2016	0	0
	2017	0	0
	2018	0	0
Burglary	2016	0	0
	2017	0	0
	2018	0	0
Motor Vehicle Theft	2016	0	2
	2017	0	0
	2018	0	0
Arson	2016	0	0
	2017	0	0
	2018	0	0
Hate Crimes	2016	0	0
	2017	0	0
	2018	0	0
Weapon Law Arrest	2016	0	0
	2017	0	0
	2018	0	0
Weapon Law Disciplinary Action	2016	0	0
	2017	0	0
	2018	0	0
Drug Law Arrest	2016	0	0
	2017	0	0
	2018	0	2
Drug Law Disciplinary Action	2016	0	0
	2017	0	0
	2018	0	0
Liquor Law Arrest	2016	0	0
	2017	0	0
	2018	0	0
Liquor Law Disciplinary Action	2016	0	0
	2017	0	0
	2018	0	0
VAWA Offenses: Domestic Violence	2016	0	0
	2017	0	0
	2018	0	1
VAWA Offenses: Dating Violence	2016	0	0

	2017	0	0
	2018	0	0
	2016	0	0
VAWA Offenses: Stalking	2017	0	0
	2018	0	0
Unfounded Crimes	2016	Total: 0	
	2017	Total: 0	
	2018	Total: 0	

The campus does not have any non-campus facilities

There are no Public Statistics for 2017. We made a good-faith effort to obtain statistics from local and/or state law enforcement agencies, but the agencies did not comply with our request.

Appendix

Health Risks of Alcohol Consumption

Safety Tips

Sexual Misconduct Prevention Assistance

Other Crimes & Situations

Risks Associated with Substance Abuse

Emergency Response Plan

Health Risks of Alcohol Consumption

The consumption of alcohol may cause a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to

produce withdrawal symptoms--including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at a greater risk than other youngsters of becoming alcoholics.

For more information visit this link:

<http://alcoholism.about.com>

Safety Tips

Personal Safety Recommendations:

1. Campus staff is available to assist you in protecting yourself by providing safety and security information, such as posters and brochures. However, only you can protect yourself by being aware of your surroundings and taking appropriate steps in preventing crime from happening.
2. Do not prop open locked interior building doors at the campus. These doors are locked for your protection and the protection of others.

Protect Your Property

1. Personal property (purses, briefcases, calculators, computers, etc.) should never be left unattended. Take such items with you if you are leaving the office, classroom, or any other unsecured location.
2. Do not leave valuables in plain view. Always take your valuables with you when you leave the campus premises.

Protect Your Automobile

1. Always lock your car doors and never leave your keys in the vehicle.
2. Try to park your car in a well-lit area.
3. Avoid leaving property where it is visible.
4. If you arrive at or leave the campus late at night, you should use extra caution when walking to your vehicle. It is preferable to walk to the parking lot with others if at all possible.

Help the College Protect You

1. Watch for suspicious persons in and around College buildings and in parking lots. Do not pursue them. Call the campus management immediately. Problems related to people in the building after hours should be reported to the campus management.
2. If you see any suspicious activity or people on or near campus, call the campus management or the local police department (911). Do not assume that what you observe is an innocent activity or that it has already been reported.
3. Do not assume the person is a visitor or College staff member who you have not seen before.
4. Suspicious people may be loitering about at unusual hours and locations, running, especially if something of value is being carried. If exhibiting unusual mental or physical symptoms, persons could be under the influence of drugs or otherwise needing medical or psychiatric assistance. Carrying property that may be suspicious depending on the circumstances, going room to room trying door handles. Violations of this rule should be reported to the campus management or the local police immediately.
5. Report all thefts and property loss immediately to the campus management or the local police.

Policies and Procedures for Safe Access to Buildings

1. Keys are issued to authorized faculty, staff only.
2. Building evacuation is mandatory for all fire alarms.

Sexual Misconduct Prevention Assistance

The College's policies and procedures require all college members to respect the personal rights of others and to obey the law. Any violation of another individual's right to be free from sexual misconduct constitutes a serious violation of the policy, which may result in termination of employment, suspension, or dismissal from the College. All of the following sex offenses are also serious crimes and punishable by imprisonment:

Sex Offenses: Offenses against another person forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity. These offenses include:

- **Sexual Assault:** Any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent.
- **Rape:** The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without consent of the victim. This offense includes the rape of both males and females.
- **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Frequently, victims and their attackers know each other. Be aware that acquaintance rape is a serious crime. Rape of any kind is a crime of violence and is never the victim's fault. The lack of verbal or physical resistance because of force, or threat of force, or intimidation, does not represent consent.

- **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent.

Other Sexual Misconduct : the College strives to prevent other non-contact sexual misconduct including exhibitionism, voyeurism, stalking and obscene or harassing phone calls, text messages, e-mail, etc. The College enforces all applicable state and federal laws concerning sex offenses.

Sexual Harassment In The Workplace Or In Academics: For information concerning the reporting of sexual harassment in the workplace or in academics, see the Employee Manual or Student Catalog.

Sexual Misconduct Education: Student Services provide information and programs to educate individuals about ways and means to avoid victimization and to inform victims of their rights and responsibilities. These programs also educate potential perpetrators of the consequences of their actions.

If You Are a Victim of Sexual Assault: Incidents of on-campus assault should be reported to the Campus Director. Off-campus incidents should also be reported to appropriate local law enforcement officials. If the victim desires, campus

personnel will assist them in notifying the appropriate law enforcement authorities. Prompt reporting facilitates the victim receiving medical assistance, counseling, other support services and allows for the collection and preservation of crucial evidence. If you are assaulted, it is recommended that you:

- Escape and go to a safe place as soon as possible.
- Preserve all physical evidence. Do not bathe, douche, brush teeth, wash hands or change clothing.
- Notify the police as soon as possible.
- Ask the police to assist you in getting medical attention.
- Find someone you trust to be with you.
- Use the campus and community resources listed in this publication to aid you in your recovery.

What a Victim of Sexual Assault Can Expect From the College: The college will fully comply with *The Student Right-To-Know and Campus Security Act of 1990* which specifies that campus authorities must:

- Treat victims with respect.
- Help victims understand their rights and legal options, and fully cooperate with them in exercising those rights which include:
 - having sexual assaults investigated by civil and criminal authorities;
 - being free from pressure to not report sexual assault crimes or report them as lesser offenses;
 - having the same rights as the accused of representation and having the opportunity to have others present during a campus disciplinary proceeding;
 - cooperation in obtaining medical evidence
 - being informed of any federal or state rights

to test sexual assault suspects for communicable diseases;

- having access to campus mental health and victim support services;

What a Victim of Sexual Assault Can Expect From Campus Personnel: The College's primary objective is to provide victims of sexual assault with immediate professional and compassionate attention, and information and assistance to make interaction with the criminal justice system easier. All sexual assault cases are aggressively and professionally investigated. Immediately upon the College receiving a sexual assault complaint, a police officer will respond to the victim's location and will:

- Attend to any medical emergency needs of the victim.
- Call in additional investigative resources as necessary.
- Obtain medical and counseling services for the victim.
- Instruct forensic medical personnel to collect and preserve evidence found on the victim.
- Inform the victim of other available campus and community resources.
- Secure the crime scene and collect evidence.
- Identify possible witnesses and suspects.
- If appropriate, help locate a "Safe House" for the victim for the first 24 hours following the assault.
- Complete a comprehensive police report to the local law enforcement agency.

Other Sex Offenses: Sex offenses are not limited to rape and sexual assault. Other behaviors may be violations of college policy or criminal law. Exhibitionists, voyeurs (peeping toms), and persons who make obscene or harassing phone calls, text

messages, e-mail, etc. are in violation of the law. Although a physical attack may not have been carried out, don't take chances. Promptly report all incidents to the police.

- **Exhibitionism:** The act or practice of exposing one's genitalia to another for the purpose of obtaining sexual gratification or stimulation or to shock or be offensive to another.
- **Voyeurism:** The act or practice of obtaining sexual gratification or stimulation by visual means--an example would be a window peeper.
- **What to Do:**
 - Stay calm and exhibit no reaction.
 - Note the time and location of the occurrence.
 - Note physical characteristics of the offender.
 - Note direction of travel.
 - Get a description of the vehicle (make, model, color, and license plate number).
 - Get the names and phone numbers of other witnesses.
 - Lock all doors and windows.
 - Always contact College administrative personnel or the local police where the crime occurred.
- **Harassing and Obscene Phone Calls, Text Messages, E-mail, etc.:** Harassing and obscene electronic communications are generally intended to shock or intimidate the victim or to sexually gratify the perpetrator. Use these forms of communication on your terms--not on the terms of a perpetrator.
- **What to Do:**
 - Do not give out your name or address.
 - Do not give out any type of contact information.
 - Note the phone number displayed on your caller ID.
 - Save the text or e-mail message.

- State "Do not call this number again," and quietly hang up once a caller makes obscene remarks or does not respond to your "hello."
- Keep a call log noting the date, time, content, voice characteristics, background noises, etc.
- Be wary of callers conducting surveys.
- Never give personal information (e.g. credit card or social security numbers, etc.).
- Always contact campus personnel and the local police where the crime occurred.

Other Crimes & Situations

Active Shooter: To survive an active shooter incident one must develop a **survival mindset** and a **course of action**. A survival mindset is a protective shield comprised of three components:

- **Awareness**
- **Preparation**
- **Rehearsal**

A course of action may involve any or all of the following:

- **Figure out** the situation.
- **Get out** to a safer area if you can.
- **Call out** to the police.
- **Hide out** if you are unable to get out.
- **Keep out** the shooter by blocking doorways, etc.
- **Spread out** (do not huddle together) and quietly develop a plan of action.
- **Take out** the shooter. Assume the shooter's intentions are lethal and be prepared to do whatever it takes (survival mindset) to neutralize the threat.

Assault: To avoid circumstances that may make you vulnerable to assault:

- Never jog alone at night.
- Avoid dense shrubbery where an assailant could hide.
- Know the locations of emergency telephones.
- Stick to well-lighted paths and walkways at night.
- Carry a cell phone and whistle to summon help.
- Let friends or family know where you are going and when you will return.
- Stay in groups.
- Keep windows and doors locked.

Pornography and Indecent Material:

Involvement with pornographic, erotic, obscene, indecent or other offensive materials, expressions or conduct which, in the sole discretion and judgment of the College, is a serious offense. Such offenses may result in College sanctions including, in appropriate cases, termination from College employment, immediate suspension or dismissal from the college as well as prosecution pursuant to state and federal law. The College believes that an educational environment which is consistent with the principles of respecting individual dignity will assist in discouraging the advent of sexual misconduct on campus and within the College community.

Theft: As with crimes against persons, the best defense against theft is vigilance. The following suggestions may assist you in protecting your personal property:

- In a public setting, never leave personal belongings unattended even for a minute.
- Do not keep large amounts of money on your person.
- Don't lend your keys, credit cards, or college ID card to anyone.
- Don't attach ID to your keys.
- Engrave ID numbers on personal property (*Do not use your Social Security number*).
- Keep records of your property including description, make, model, and serial number.
- Always lock your car and remove valuables or place them in the trunk of your car.

Social Media and Cyber Bullying: A safe and civil environment is necessary for students to be successful in their educational pursuits. Cyber-bullying is the willful and repeated use of cell

phones, computers, and other electronic communication devices to harass, threaten, or intimidate others. Cyber bullying also includes, but is not limited to, fighting language, intimidation, stalking, and intrusive/lewd behaviors or communication. Such behaviors are strictly prohibited by the School's Student Conduct policy.

Risks Associated with Substance Abuse

Substance abuse may result in a wide spectrum of extremely serious health and behavioral problems. Substance abuse results in both short- and long-term effects upon the body and mind. There are specific health risks related to impairment and addiction. Alcohol and drugs are toxic to the body's systems. In addition to the problem of toxicity, contaminate poisonings often occur with illegal drug use. HIV infection associated with intravenous use is a prevalent hazard.

Acute health problems may include heart attack, stroke, and sudden death, which, in the case of some drugs, such as cocaine, can occur after first-time use. Long-lasting health effects of drugs and alcohol may include disruption of normal heart rhythm, high blood pressure, leaks of blood vessels in the brain, destruction of brain cells, permanent memory loss, infertility, impotency, immune system impairment, kidney failure, cirrhosis of the liver, and pulmonary damage. Drug use during pregnancy may result in fetal damage and birth defects causing hyperactivity, neurological abnormalities, and developmental difficulties.

Federal Penalties for Possession of Illegal Drugs

21 U.S.C. 844(a)

1st Conviction: May be sentenced to a term of imprisonment of not more than 1 year, and shall be fined a minimum of \$1,000, or both.

After 1 prior drug conviction: Shall be sentenced to a term of imprisonment of not less than 15 days but not more than 2 years, and shall be fined a minimum of \$2,500.

After 2 or more prior drug convictions: Shall be sentenced to a term of imprisonment of not less than 90 days but not more than 3 years, and shall be fined a minimum of \$5,000.

Special sentencing provisions for possession of crack cocaine: Shall be imprisoned not less than 5 years and not more than 20 years, and fined a minimum of \$1,000 if:

(a) 1st conviction and the amount of crack possessed exceeds 5 grams; or

(b) 2nd crack conviction and the amount of crack possessed exceeds 3 grams; or

(c) 3rd or subsequent conviction and the amount of crack possessed exceeds 1 gram.

21 U.S.C. 853(a)(2) and 881(a)(7)

Forfeiture of personal and real property used (or intended to be used) to possess or to facilitate possession of a controlled substance, if that offense is punishable by more than 1 year imprisonment.

(See special sentencing provisions re: crack).

21 U.S.C. 881(a)(4)

Forfeiture of vehicles, boats, aircraft or any other conveyance used (or intended to be used) to transport or conceal a controlled substance.

21 U.S.C. 844a, 28 C.F.R. § 76.3(a)

Civil fine of up to \$11,000.

21 U.S.C. 862(b)

The court may deny federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to 1 year for first offense, up to 5 years for second and subsequent offenses.

18 U.S.C. 922(g)

Ineligible to receive, possess, or purchase a firearm.

21 U.S.C. 862

Revocation of certain federal licenses and benefits, e.g. pilot licenses, public housing tenancy, etc., are vested within the authorities of individual federal agencies.

For More Information about health risks, visit this link:

<http://easyread.drugabuse.gov/index.php>

Drug abuse hotline 1.800.622.4357

Emergency Response Plan

The College recognizes that having a comprehensive safety and security plan in place allows students, faculty, and staff to respond more quickly and effectively to incidents that may occur. This plan reflects the College's commitment to building upon our vision, mission, and beliefs for fostering student achievement and a supportive learning environment. With this in mind, we have written the following plan:

Fire Plan or Plan for Emergencies Requiring an Evacuation of the Building

- Drills are conducted at least once per year and involve all occupants—everyone should leave the building when the fire alarm sounds.
- Emphasis is placed on a safe, orderly evacuation rather than speed.
- Occupants should close (BUT NOT LOCK) doors as they leave their classroom/office and faculty should direct students to the appropriate exit.
- All building occupants should congregate in the parking lot at least 200 feet from the building.
- Floor proctors should check to make sure that everyone has evacuated the building and conduct a “head count” at the congregation area to assure that everyone has left the building.
- Re-entry of the building is contingent upon permission by a representative of the school administration or the Fire Department.
- Involve and train all staff members about the Fire Plan or Plan for Emergencies Requiring an Evacuation of the Building.

Bomb Threats

- The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible:
 - Ask what time the bomb is set to go off.
 - Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
 - Ask about the appearance of the bomb package.
 - Listen for background noise, e.g., jukebox, radio, other people, traffic sounds, etc.
 - Note whether the caller was calm or hysterical.
 - Note whether the caller's voice was young or old.
 - Notify the director or the administrator in charge.
- The director or the administrator in charge will call the police and declare an emergency and may initiate the Evacuation of the Building Procedure.
- School personnel are to remain outside of the building while police conduct the bomb search.
- Any student or employee who believes a box or other type of container to be suspicious should not touch the item and should immediately report it to the Campus Director or the administrator in charge.
- The area where the suspect device is located will be cleared by at least 200 feet.
- Employees are to keep away from the suspect device and allow the police to deal with it.
- Involve and train all staff members about the Bomb Threat Plan.

Tornado Safety

- Evacuate classrooms to an adjacent hallway, if possible. If not possible, move students away from doors and windows and into the auditorium.
- Initiate the duck, cover, and hold procedure after evacuating the classroom.
- Students will be trained in the duck, cover and hold procedure during orientation as follows:
 - If indoors:
 - DUCK – drop to the floor.
 - COVER – in a bent, crouched-over position, bury the face in the crook of the elbow, and place the other hand over the back of the neck.
 - HOLD – stay in the cover position
 - If outdoors:
 - Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences.
 - Lie flat on the ground and bury the face in the crook of the elbow while placing the other hand over the back of the neck.
 - Practice the “duck, cover, and hold” drill under tables and desks no less than once per quarter.
 - Involve and train all staff members about the Tornado Safety Plan.

Winter Storm

- The administration should monitor winter weather on a continual basis. In the event of threatening weather, the administration should monitor the internet, and/or commercial radio or television for local weather updates and predictions.

- Students will learn during orientation under what conditions the school would close for inclement weather and where they can become informed of a closure.

Flooding

- **School Building:** In the event of the flooding of a school building, the Evacuation Procedure will be followed and an alternative site for conducting the school operation will be established as soon as practicable by the administration.
- **Highways and Roads:** In the event of flooding of highways and roads in the area of the school, the administration will determine whether it is safe for school to be open. The administration will inform students and staff through the protocol used for a winter storm.

Earthquakes

- Practice “duck, cover, and hold” earthquake drills under tables and desks no less than once a quarter.
- Identify and assign individual responsibilities for staff following an earthquake (including accounting for and evacuation of students, injury control, and damage assessment)
- Involve and train all staff members about the earthquake safety plan, including location and procedures for turning off utilities and gas.

Protection of Students and Staff from Acts of Others

Assaults: The person observing an assault should follow the following procedures:

- Report the incident to the director or administrator in charge in the most expeditious manner (messenger, cell phone, etc.)

- Defuse the situation and seek to protect others, but avoid risk of physical injury to anyone.
- Deal with immediate medical emergencies by offering first aid or summoning police as appropriate.
- Do not leave assailants or victims by themselves.
- Determine if it is appropriate to maintain custody of participants.
- Take the names of all parties, including bystanders or witnesses.
- Report all assaults to the police.
- Involve and train all staff members about the protection of students and staff from acts of others.

Trespassers – A trespasser is any person found on school premises who will not register as a visitor. All visitors should register at the reception desk in the lobby of the building (listing their name and the time they entered the building.)

- Greet the trespasser in a polite and non-threatening manner.
- Identify yourself as a school official.
- Inquire as to the purpose of his/her presence. If the person has a legitimate reason for being on campus, have them report to and register at the reception desk in the lobby.
- Inform the trespasser of the visiting policy.
- If the trespasser gives no indication of voluntarily reporting to the office, notify law enforcement by calling 911.

- Observe the person's size, weight, clothing, age, and location to relay to the emergency operator.
- **DO NOT GET INTO AN ARGUMENT OR ATTEMPT TO CHALLENGE THE TRESPASSER.**
- Involve and train all staff members about the appropriate procedure for protecting students and staff from the possible threat of a trespasser.

Medical Emergencies

- If a medical emergency occurs, send a messenger to the director's office or to the administrator in charge.
- Do not leave the injured or sick person until the administrator in charge arrives.
- The administrator in charge will determine if medical emergency personnel need to be summoned.
- No staff member is to distribute any medication.
- Involve and train all staff members about the appropriate procedure to follow in the event of a medical emergency.

Safety and Emergency Equipment and Supplies

- **Fire Extinguishers:** All emergency equipment is to be kept in functioning order and checked on an annual basis.
- **First Aid Supplies:** The Campus Director's office will order and maintain an up-to-date inventory of the first aid supplies and kits. Notice of the location of such first aid kits will be posted in each classroom and office.