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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.


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
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

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.
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 Kurd, 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 on 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 a Computer Literacy Assessment (CLA) and must achieve a passing score of 14 or higher; students may retake the CLA more than once in order to obtain the minimum passing score. If an applicant does not achieve a minimum score after two attempts, they are required to wait 30 days before they can take the CLA again. Applicants must also complete an Early Admissions Course (EAC). Applicants must submit nine required components and score 100% on the University and Policy Quiz.

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.

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.

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’s 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 as accident, illness, maternity or disability, directed study may be offered. Directed study is only offered with approval of the dean and requires a signed Directed study contract between the student and the school, which must be signed no later than the end of the first day of class. Directed study is not available during a student's first term of any program and must not exceed 10% of all coursework completed for a program.
Tuition and Fees

No out-of-state tuition requirements apply.

<table>
<thead>
<tr>
<th>Diploma Programs</th>
<th>Total Tuition Charges (Based on # of quarter credits)</th>
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<tr>
<td>Business</td>
<td>$16,000</td>
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* There is no Title IV funding available for this program.

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<tr>
<th>Associate’s Programs</th>
<th>Total Tuition (Based on # of quarter credits)</th>
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<tbody>
<tr>
<td>Business</td>
<td>$39,425</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>$42,940</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Bachelor’s Programs</th>
<th>Total Tuition (Based on # of quarter credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>$74,700</td>
</tr>
<tr>
<td>Business Administration</td>
<td>$74,700</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>$74,664</td>
</tr>
<tr>
<td>Health Services Management</td>
<td>$74,700</td>
</tr>
<tr>
<td>Cybersecurity and Networking</td>
<td>$74,727</td>
</tr>
<tr>
<td>Software and Mobile Applications Development</td>
<td>$74,520</td>
</tr>
<tr>
<td>Web Design and Development</td>
<td>$74,700</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor’s Completion</th>
<th>Total Tuition (Based on # of quarter credits)</th>
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<tbody>
<tr>
<td>Nursing Completion</td>
<td>$28,188</td>
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<tr>
<td>Respiratory Care Completion</td>
<td>$28,224</td>
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<tr>
<th>Master’s Programs</th>
<th>Total Tuition (Based on # of quarter credits)</th>
</tr>
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<tbody>
<tr>
<td>Business Administration</td>
<td>$29,160</td>
</tr>
<tr>
<td>Information Systems</td>
<td>$29,160</td>
</tr>
<tr>
<td>Nursing Administration</td>
<td>$29,064</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>$29,120</td>
</tr>
</tbody>
</table>

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:

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

**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

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan Funds Disbursed</td>
<td>$4,703.00</td>
</tr>
<tr>
<td>Amount Earned by the Student (29.4%)</td>
<td>$893.00</td>
</tr>
<tr>
<td>PELL Funds Received for Full Time</td>
<td>$2,775.00</td>
</tr>
<tr>
<td>Amount Earned by the Student (8 credits attempted: Below 1/2 time)</td>
<td>$694.00</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
</tr>
<tr>
<td>APP</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>BIS</td>
<td>Business Information Security</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
</tr>
<tr>
<td>CAP</td>
<td>Capstone</td>
</tr>
<tr>
<td>CMN</td>
<td>Communication</td>
</tr>
<tr>
<td>COT</td>
<td>Communications in Technology</td>
</tr>
<tr>
<td>CSS</td>
<td>College Success Strategies</td>
</tr>
<tr>
<td>DES</td>
<td>Design</td>
</tr>
<tr>
<td>ECN</td>
<td>Economics</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>ETH</td>
<td>Ethics</td>
</tr>
<tr>
<td>EXT</td>
<td>Externship</td>
</tr>
<tr>
<td>FIN</td>
<td>Finance</td>
</tr>
<tr>
<td>HCA</td>
<td>Healthcare Administration</td>
</tr>
<tr>
<td>HCS</td>
<td>Healthcare Science</td>
</tr>
<tr>
<td>HIM</td>
<td>Health Information Management</td>
</tr>
<tr>
<td>HIS</td>
<td>History</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>HSA</td>
<td>Health Services Administration</td>
</tr>
<tr>
<td>HSM</td>
<td>Health Services Management</td>
</tr>
<tr>
<td>HWP</td>
<td>Health &amp; Wellness Promotion</td>
</tr>
<tr>
<td>ISS</td>
<td>Information Systems Security</td>
</tr>
<tr>
<td>MAN</td>
<td>Management</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>MCS</td>
<td>Microcomputer Systems</td>
</tr>
<tr>
<td>MED</td>
<td>Medical</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>MKT</td>
<td>Marketing</td>
</tr>
<tr>
<td>MSC</td>
<td>Medical Specialties Clinical</td>
</tr>
<tr>
<td>NET</td>
<td>Networking</td>
</tr>
<tr>
<td>NUR</td>
<td>Nursing</td>
</tr>
<tr>
<td>OPS</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>PHI</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHR</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>PRG</td>
<td>Programming</td>
</tr>
<tr>
<td>PRG</td>
<td>Programming</td>
</tr>
<tr>
<td>PRO</td>
<td>Professionalism</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>RAM</td>
<td>Research</td>
</tr>
<tr>
<td>RCM</td>
<td>Respiratory Care Management</td>
</tr>
<tr>
<td>RCP</td>
<td>Respiratory Care</td>
</tr>
<tr>
<td>SCI</td>
<td>Science</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
<tr>
<td>STA</td>
<td>Statistics</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td>CMN 201</td>
<td>Communication and Public Speaking</td>
</tr>
<tr>
<td>CMN 205</td>
<td>Communication and Public Speaking</td>
</tr>
<tr>
<td>ECN 220</td>
<td>Economics</td>
</tr>
<tr>
<td>ECN 221</td>
<td>Economic Principles</td>
</tr>
<tr>
<td>ENG 101</td>
<td>English Composition</td>
</tr>
<tr>
<td>ENG 105</td>
<td>English Writing Fundamentals</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Advanced Interpersonal Communication</td>
</tr>
<tr>
<td>ETH 233</td>
<td>Ethics</td>
</tr>
<tr>
<td>HIS 220</td>
<td>American Civilization</td>
</tr>
<tr>
<td>HIS 300</td>
<td>U.S. History Since the Civil War</td>
</tr>
<tr>
<td>MAT 220</td>
<td>College Algebra</td>
</tr>
<tr>
<td>PHI 210</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>PHI 310</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>PHI 400</td>
<td>Modern Issues in Ethics</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Psychology</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Positive Psychology</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology and Emotional Intelligence</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Biological Psychology</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Sociology</td>
</tr>
<tr>
<td>SOC 240</td>
<td>World Cultures</td>
</tr>
<tr>
<td>SOC 400</td>
<td>Sociology of Aging</td>
</tr>
<tr>
<td>STA 322</td>
<td>Statistics</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Healthcare Calculations and Accounting</td>
</tr>
</tbody>
</table>

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

20 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

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP 110</td>
<td>Business Computer Fundamentals</td>
<td>5.0</td>
</tr>
<tr>
<td>CSS 105</td>
<td>Psychology of Motivation</td>
<td>5.0</td>
</tr>
<tr>
<td>CSS 295</td>
<td>Professional Development</td>
<td>5.0</td>
</tr>
<tr>
<td>EXT 101</td>
<td>Externship</td>
<td>5.0</td>
</tr>
<tr>
<td>MED 100</td>
<td>Medical Terminology, Law and Ethics</td>
<td>4.0</td>
</tr>
<tr>
<td>MED 109</td>
<td>Medical Records and Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MED 116</td>
<td>Medical Billing and Computerized Administration</td>
<td>3.5</td>
</tr>
<tr>
<td>MED 122</td>
<td>Medical Asepsis</td>
<td>2.0</td>
</tr>
<tr>
<td>MED 123</td>
<td>Introduction to Electrocardiography</td>
<td>2.0</td>
</tr>
<tr>
<td>MED 124</td>
<td>Office Clinical Procedures I</td>
<td>4.0</td>
</tr>
<tr>
<td>MED 210</td>
<td>Professional Medical Coding</td>
<td>3.0</td>
</tr>
<tr>
<td>MED 211</td>
<td>Insurance Specialist</td>
<td>3.0</td>
</tr>
<tr>
<td>MED 225</td>
<td>Office Clinical Procedures II</td>
<td>4.0</td>
</tr>
<tr>
<td>MED 280</td>
<td>Skeletal and Muscular Systems</td>
<td>4.0</td>
</tr>
<tr>
<td>MED 281</td>
<td>Cardiac and Respiratory Systems</td>
<td>4.0</td>
</tr>
<tr>
<td>MED 282</td>
<td>Lymphatic, Immune, and Endocrine Systems</td>
<td>4.0</td>
</tr>
<tr>
<td>MED 283</td>
<td>Digestive, Reproductive, and Urinary Systems</td>
<td>4.0</td>
</tr>
<tr>
<td>MSC 298</td>
<td>Clinical Procedures I</td>
<td>3.0</td>
</tr>
<tr>
<td>MSC 299</td>
<td>Clinical Procedures II</td>
<td>4.0</td>
</tr>
<tr>
<td>PHR 150</td>
<td>Pharmacology</td>
<td>3.5</td>
</tr>
<tr>
<td>CMN 205</td>
<td>Communication and Public Speaking</td>
<td>5.0</td>
</tr>
<tr>
<td>ENG 105</td>
<td>English Writing Fundamentals</td>
<td>5.0</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology and Emotional Intelligence</td>
<td>5.0</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Healthcare Calculations and Accounting</td>
<td>5.0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ACC 220</td>
<td>Accounting I</td>
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<td>APP 101</td>
<td>Computer Fundamentals</td>
<td>3.5</td>
</tr>
<tr>
<td>BIO 110</td>
<td>Human Anatomy and Physiology</td>
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</tr>
<tr>
<td>BIO 120</td>
<td>Introduction to Medical Microbiology</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS 215</td>
<td>Business Law</td>
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<tr>
<td>CMN 101</td>
<td>Communication Skills for the Workplace</td>
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<tr>
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<td>Health Communications</td>
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<td>CSS 101</td>
<td>Psychology of Motivation</td>
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<tr>
<td>HCA 375</td>
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<td>HCA 432</td>
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<td>HCA 440</td>
<td>Legal and Ethical Aspects of Healthcare</td>
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</tr>
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<td>HCA 460</td>
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<td>Practicum II</td>
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<td>Statistics for Healthcare Professionals</td>
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<tr>
<td>MED 103IU</td>
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</tr>
<tr>
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<td>Medical Insurance</td>
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</tr>
<tr>
<td>MAN 331</td>
<td>Principles of Management</td>
<td>4.5</td>
</tr>
<tr>
<td>MAN 332</td>
<td>Human Resource Management</td>
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<tr>
<td>MAN 220</td>
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<td>MKT 351</td>
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<td>PHR 101</td>
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<td>PHY 101</td>
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<tr>
<td>SOC 110</td>
<td>Death and Dying</td>
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</table>
General education courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>Introduction to Biology</td>
<td>4.5</td>
</tr>
<tr>
<td>CHE 101</td>
<td>Introduction to Chemistry</td>
<td>4.5</td>
</tr>
<tr>
<td>ECN 220</td>
<td>Economics</td>
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<tr>
<td>ECN 221</td>
<td>Economic Principles</td>
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<tr>
<td>ENG 101</td>
<td>English Composition</td>
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<tr>
<td>HIS 220</td>
<td>American Civilization</td>
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<tr>
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</tr>
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<tr>
<td>PHI 400</td>
<td>Modern Issues in Ethics</td>
<td>4.0</td>
</tr>
<tr>
<td>PSY 105</td>
<td>Introduction to Psychology</td>
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<tr>
<td>PSY 220</td>
<td>Psychology</td>
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</tr>
<tr>
<td>SOC 220</td>
<td>Sociology</td>
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</tr>
<tr>
<td>STA 322</td>
<td>Statistics</td>
<td>4.0</td>
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</table>

**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.

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

General education courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 310</td>
<td>Advanced Interpersonal Communication</td>
<td>4.0</td>
</tr>
<tr>
<td>HIS 300</td>
<td>U.S. History Since the Civil War</td>
<td>4.0</td>
</tr>
<tr>
<td>MAT 220</td>
<td>College Algebra</td>
<td>4.0</td>
</tr>
<tr>
<td>PHI 310</td>
<td>Critical Thinking</td>
<td>4.0</td>
</tr>
<tr>
<td>PHI 400</td>
<td>Modern Issues in Ethics</td>
<td>4.0</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Biological Psychology</td>
<td>4.0</td>
</tr>
<tr>
<td>SOC 400</td>
<td>Sociology of Aging</td>
<td>4.0</td>
</tr>
<tr>
<td>STA 322</td>
<td>Statistics</td>
<td>4.0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCP 300</td>
<td>Introduction to Healthcare Research</td>
<td>4.5</td>
</tr>
<tr>
<td>RCP 320</td>
<td>Healthcare Research in Practice</td>
<td>4.5</td>
</tr>
<tr>
<td>RCP 330</td>
<td>Health Professional as Educator I</td>
<td>4.5</td>
</tr>
<tr>
<td>RCP 335</td>
<td>Health Professional as Educator II</td>
<td>4.5</td>
</tr>
<tr>
<td>RCP 420</td>
<td>Principles and Practices of Disease Management</td>
<td>4.5</td>
</tr>
<tr>
<td>RCP 430</td>
<td>Case Management in Acute and Critical Care</td>
<td>4.5</td>
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<tr>
<td>RCP 440</td>
<td>Case Management across the Continuum of Care</td>
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<tr>
<td>RCP 450</td>
<td>Advances in Emergency Response and Preparedness</td>
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<tr>
<td>RCP 460</td>
<td>Advances in Critical Care Medicine</td>
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<tr>
<td>RCM 470</td>
<td>Respiratory Care Management Boot Camp</td>
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General education courses:

<table>
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<tr>
<th>Course No.</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ENG 310</td>
<td>Advanced Interpersonal Communication</td>
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</tr>
<tr>
<td>HIS 300</td>
<td>U.S. History Since the Civil War</td>
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</tr>
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<td>PHI 310</td>
<td>Critical Thinking</td>
<td>4.0</td>
</tr>
<tr>
<td>PHI 400</td>
<td>Modern Issues in Ethics</td>
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</tr>
<tr>
<td>SOC 400</td>
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Advanced Clinical Practice Concentration education courses:

<table>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RCP 340</td>
<td>Advanced Patient Assessment</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>RCP 350</td>
<td>Advanced Cardiopulmonary Diagnostics</td>
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<td>RCP 360</td>
<td>Advanced Cardiopulmonary Pathology I</td>
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<td>RCP 365</td>
<td>Advanced Cardiopulmonary Pathology II</td>
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<td>RCP 410</td>
<td>Advanced Neonatal-Pediatric Pathology</td>
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<tr>
<td>RCP 415</td>
<td>Advanced Neonatal-Ped Diagnostics/Therapeutics</td>
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**Respiratory Care Management**

Concentration education courses:

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<th>Course Title</th>
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<tbody>
<tr>
<td>RCM 300</td>
<td>Respiratory Care Management and Leadership</td>
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</tr>
<tr>
<td>RCM 310</td>
<td>Respiratory Care Marketing and Strategic Planning</td>
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</tr>
<tr>
<td>RCM 320</td>
<td>Respiratory Care Financial Management</td>
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<td>RCM 340</td>
<td>Respiratory Care Information Systems</td>
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<td>RCM 420</td>
<td>Respiratory Care in a Managed Care Environment</td>
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<tr>
<td>RCM 440</td>
<td>Managing Long-Term Care across the Continuum</td>
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**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.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 113</td>
<td>Introduction to Accounting &amp; Workplace Relationships</td>
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<tr>
<td>ACC 114</td>
<td>Payroll Accounting &amp; Human Resources and Policies</td>
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<td>APP 110</td>
<td>Business Computer Fundamentals</td>
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<td>CSS 105</td>
<td>Psychology of Motivation</td>
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<td>CSS 295</td>
<td>Professional Development</td>
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</tr>
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<td>FIN 235</td>
<td>Principles of Business &amp; Personal Finance</td>
<td>5.0</td>
</tr>
<tr>
<td>HRM 211</td>
<td>Introduction to Human Resource Management</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 111</td>
<td>Introduction to Business &amp; Job Search Skills</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 113</td>
<td>Management Principles &amp; Professional Success</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 115</td>
<td>Marketing &amp; Business Etiquette</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 215</td>
<td>Entrepreneurship, Motivation, and Leadership</td>
<td>5.0</td>
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<tr>
<td>MAN 234</td>
<td>Business Law and Ethics</td>
<td>5.0</td>
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<tr>
<td>MKT 235</td>
<td>Technology in Marketing and Branding Strategy</td>
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**General education courses:**

<table>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>ECN 225</td>
<td>Microeconomics</td>
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</tr>
<tr>
<td>ENG 105</td>
<td>English Writing Fundamentals</td>
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<tr>
<td>MAT 225</td>
<td>College Algebra</td>
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</tr>
<tr>
<td>RAM 110</td>
<td>Research Application Methods</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**TOTAL MINIMUM NUMBER OF CREDITS: 95.0**

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**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

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

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

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:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 361</td>
<td>Introduction to Fraud Examination</td>
<td>5.0</td>
</tr>
<tr>
<td>ACC 362</td>
<td>Legal Elements in Fraud Examination</td>
<td>5.0</td>
</tr>
<tr>
<td>ACC 461</td>
<td>Advanced Fraud Examination Techniques</td>
<td>5.0</td>
</tr>
<tr>
<td>ACC 462</td>
<td>Ethics, Compliance &amp; Corporate Governance</td>
<td>5.0</td>
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TOTAL MINIMUM NUMBER OF CREDITS: 180.0

*The Forensic Accounting courses replace the following courses: ACC 230, ACC 300, ACC 355, and ACC 452.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>MAN 301</td>
<td>Business Communication</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 325</td>
<td>Operations Management &amp; Problem Solving</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 336</td>
<td>Retail Marketing Organization and Processes</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 355</td>
<td>Strategic &amp; Operational Management Planning</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 435</td>
<td>Sales &amp; Customer Relationship Management</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 440</td>
<td>Organizational Design, Evolution and Change Management</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 445</td>
<td>Human Resources Standards, Strategy, and Management</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 455</td>
<td>International Business Management</td>
<td>5.0</td>
</tr>
<tr>
<td>MAN 499</td>
<td>Business Capstone</td>
<td>5.0</td>
</tr>
<tr>
<td>MKT 235</td>
<td>Technology in Marketing and Branding Strategy</td>
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</table>

**General education courses:**

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

**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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HRM 250</td>
<td>Workforce Management, Labor Issues &amp; Dispute Resolution</td>
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<tr>
<td>HRM 340</td>
<td>Human Resource Training &amp; Development</td>
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</tr>
<tr>
<td>HRM 450</td>
<td>Compensation &amp; Benefit Administration</td>
<td>5.0</td>
</tr>
<tr>
<td>HRM 460</td>
<td>Employee Recruitment &amp; Retention</td>
<td>5.0</td>
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</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MKT 260</td>
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<td>Brand Marketing Strategy</td>
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<td>MKT 350</td>
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<td>MKT 360</td>
<td>Content Marketing</td>
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</table>

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 computer service technician, application specialist, and administrative and technical support representatives.

Technology education courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS 250</td>
<td>Database Management</td>
<td>5.0</td>
</tr>
<tr>
<td>BIS 335</td>
<td>Computer Networks &amp; Security</td>
<td>5.0</td>
</tr>
<tr>
<td>BIS 360</td>
<td>Data Communications &amp; Management</td>
<td>5.0</td>
</tr>
<tr>
<td>BIS 400</td>
<td>Advanced Management of Information systems</td>
<td>5.0</td>
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</table>

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
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.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>ENG 105</td>
<td>English Writing Fundamentals</td>
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<tr>
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<td>Introduction to Accounting &amp; Workplace Relationships</td>
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</tr>
<tr>
<td>APP 110</td>
<td>Business Computer Fundamentals</td>
<td>5.0</td>
</tr>
<tr>
<td>APP 111</td>
<td>Practical Business Spreadsheets</td>
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<tr>
<td>CSS 295</td>
<td>Professional Development</td>
<td>5.0</td>
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<tr>
<td>MAN 111</td>
<td>Introduction to Business &amp; Job Search Skills</td>
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<tr>
<td>MAN 113</td>
<td>Management Principles &amp; Professional Success</td>
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</tr>
<tr>
<td>MAN 115</td>
<td>Marketing &amp; Business Etiquette</td>
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</tbody>
</table>

**TOTAL MINIMUM NUMBER OF CREDITS:** 40.0
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.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP 101</td>
<td>Computer Fundamentals</td>
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<tr>
<td>APP 126</td>
<td>Databases</td>
<td>3.5</td>
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<td>CAP 499</td>
<td>Capstone</td>
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<td>CSS 101</td>
<td>Psychology of Motivation</td>
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<td>CSS 299</td>
<td>Professional Development</td>
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<td>ISS 220</td>
<td>Computer Law</td>
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<td>ISS 310</td>
<td>Information Security Management</td>
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<td>ISS 320</td>
<td>Ethical Hacking</td>
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</tr>
<tr>
<td>ISS 330</td>
<td>Threats and Defense Mechanisms</td>
<td>3.5</td>
</tr>
<tr>
<td>ISS 420</td>
<td>Introduction to Cryptography</td>
<td>3.5</td>
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<td>ISS 430</td>
<td>Computer Forensics</td>
<td>3.5</td>
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<tr>
<td>MAN 103</td>
<td>Management Principles</td>
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<td>Entrepreneurship</td>
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<td>Computer Servicing II</td>
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<td>Network Communications I</td>
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<td>NET 324</td>
<td>Network Communications II</td>
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<td>NET 335</td>
<td>Cloud/Mobile Computing Concepts</td>
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<td>Network Communications III</td>
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<td>NET 404</td>
<td>Network Communications IV</td>
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<td>NET 425</td>
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<td>OPS 304</td>
<td>Electronic Communication Management</td>
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<td>OPS 213</td>
<td>Linux Operating Systems II</td>
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<td>Solutions Concepts</td>
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<td>Programming Logic and Design I</td>
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<td>Database Programming I</td>
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General education courses:

<table>
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<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CMN 201</td>
<td>Communication and Public Speaking</td>
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<td>Economics</td>
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<td>ECN 221</td>
<td>Economic Principles</td>
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<td>ENG 101</td>
<td>English Composition</td>
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<tr>
<td>ENG 310</td>
<td>Advanced Interpersonal Communication</td>
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<td>HIS 220</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP 101</td>
<td>Computer Fundamentals</td>
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</tr>
<tr>
<td>APP 126</td>
<td>Databases</td>
<td>3.5</td>
</tr>
<tr>
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<td>Management Principles</td>
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<td>Entrepreneurship</td>
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General education courses:

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**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
- Emphasis in Information Design
Web Design and Development
Bachelor of Science Degree

Graphic Arts

36 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.

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<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
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PSY 220  Psychology        4.0
SOC 220  Sociology         4.0
SOC 240  World Cultures    4.0
STA 322  Statistics        4.0

TOTAL MINIMUM NUMBER OF CREDITS:  183.0

Information Design emphasis

Independence University

The major objective of the Information Design emphasis is to
ensure competency at complex levels of information design
creation, adaptation, and management; attention attraction
and retention optimization; cross-medium information
presentation; universal design for professional design and
communication; and ethical information design. Possible
employment areas include entry-level to mid-level positions
as a technical or professional designer, a web and mobile
content developer, a document manager, an editor, a social-
media creator, or an entrepreneur.

Information Design education courses:*  

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
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TOTAL MINIMUM NUMBER OF CREDITS:  183.0

*The Information Design courses replace the following
courses: DES 245, DES 248, DES 305, DES 340,
DES 344, DES 360, DES 365, MAN 230, and MAN 333.

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.

<table>
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<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
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**General education courses:**

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</table>

**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.
This course introduces 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 be 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 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 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.
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  
**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  
**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  
**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  
**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  
**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  
**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  
**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  
**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  
**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  
**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  
**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  
**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  
**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 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 499 4 Credits**
**Capstone**
Students are required to complete 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.)

**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;
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 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.)

**Design**

**DES 103** 3 Credits
**Beginning Vector Illustration**
This course focuses on vector software to produce detailed and scalable art for most applications. Upon completion, students will be able to use the following tools and functions: selection, drawing, pen, type, transformation, distortion, layers, and path and shape modification.

**DES 104** 3 Credits
**Beginning Image Editing**
This course focuses on raster image editing software to produce images, focusing on features professionals consider the most important. Topics include creating, recreating, and editing images in preparing them for web and print. Upon completion, students will be able to demonstrate “non-destructive editing” principles and create a variety of layouts applying the major principles and elements of design.

**DES 105** 3 Credits
**Page Layout Tools**
This course builds a basic proficiency in layout and production techniques currently being used by graphic art professionals. This course enables students to utilize the principles/elements of design to create various layouts and prepare files for digital output and print production.

**DES 109** 3 Credits
**Graphic Design I**
Explore the foundations of graphic design, including the principles, elements, and the design process at the core of the graphic design discipline. The course also explores the historical and cultural influences on graphic design today.

**DES 113** 3 Credits
**Typography**
This course explores the critical role of typography in graphic design. Course projects place an emphasis on the anatomy of the letterform, the distinguishing features of different typefaces, and creative applications of type.

**DES 114** 3 Credits
**Print Production and Color Theory**
This course focuses on the technical fundamentals of producing professional print publications, including color theory and pre-press.

**DES 116** 3 Credits
**Color Theory**
This course introduces students to color theory and the application of color to social contexts. Students will learn how color is derived in print and e-formats like CMYK and RGB. Additional emphasis is placed on fundamental color management techniques and cross-platform color strategies.

**DES 209** 3 Credits
**Graphic Design II**
The course deepens the student’s understanding of principles and elements guiding graphic design. Areas of focus include the design process, developing creative briefs, broad design strategies, and client interactions.

**DES 214** 3 Credits
**e-Color Theory**
This course focuses on the technical, the aesthetic, and the sociological fundamentals of color usage in e-formats such as the Internet, mobile computing, social media, and developing e-technologies.

**DES 240** 3 Credits
**Information Design I**
This course focuses on visual representation of technical information in a variety of mediums.

**DES 241** 3 Credits
**Web Design I**
This course is an introduction to web design basics and designing and creating professional websites with a limited knowledge and ability to write HTML code. Students will create user-friendly interactive websites with creative interfaces, strong graphic images, functional site organization, and logical navigation.

**DES 242** 3 Credits
**Logo and Identity Design**
This course focuses on developing essential skills for designing logos and corporate identities.

**DES 243** 3 Credits
**Layout Design**
This course uses the principles of effective composition to create multi-page layouts.

**DES 244** 3 Credits
**Package Design**
This course focuses on designing and creating packaging with emphases placed on technical requirements.

**DES 245** 3 Credits
**Advertising Design**
This course teaches the rules of advertising design from both a creative and a business perspective, taking the project from creative brief to concept development.

**DES 246** 3 Credits
**Digital Animation I**
This course introduces basic animation skills. Topics include application and properties of common tools and the integration of audio and video in creating animation. Upon completion, students will be proficient in the functionality, interactivity, and usability of basic drawing and animating tools.

**DES 248** 3 Credits
**Web Design II**
This course focuses on designing and implementing a hypertext-based publishing site using authoring and scripting languages, content creation and management tools, and digital media tools. Emphasis is placed on capturing information using emerging web technologies that employ graphics, as well as a coded interface.

**DES 250** 3 Credits
**Portfolio Design**
This course focuses on preparing the student’s portfolio in preparation for employment. The course culminates in a professional digital and print portfolio.

**DES 305** 3 Credits
**Web Portfolio Design**
This course will focus on successfully presenting work to potential clients via the Internet. Emphasis is placed on identifying strengths and weaknesses of designers and selecting works that
best showcase an individual designer’s talents. Students will be required to create an HTML-based Web Portfolio site to present to potential clients or employers.

**DES 314** 3.5 Credits  
**Advanced Color Theory**  
This course focuses on advanced color principles, terminology, and applications with an emphasis on managing color choices for graphic design projects. Students will examine the specific properties and optical perceptions of color and learn how to create color harmonies for specific design projects based on logic and research and how color values are relevant to specific products.

**DES 323** 3 Credits  
**Intermediate Image Editing**  
This course builds on the concepts covered in DES 104 Image Editing. Topics include advanced color management, quick masks, photo editing, and features specific to the latest version image editing program. Upon completion, students will be able to adjust and enhance images with speed and proficiency. (Prerequisite: DES 104 or with the consent of the Dean.)

**DES 324** 3 Credits  
**Intermediate Vector Illustration**  
This course builds on the concepts covered in DES 103 Vector Illustration. Topics include advanced color management, use of drawing tools, logo design, file preparation, advanced typography, and features specific to the latest version of Vector Illustration software. Upon completion, students will be able to create a basic image using vector software. (Prerequisite: DES 103 or with the consent of the Dean.)

**DES 336** 3 Credits  
**Graphic Design III**  
This course focuses on the different styles that influence graphic design, conceptualizing projects, reinventing clichés, creating balanced layouts, distilling complex information, and motivating an audience. Course projects include creating complex grids, an annual report layout, poster and book designs, art posters, and a direct mail piece. (Prerequisites: DES 109 and 209 or with the consent of the Dean.)

**DES 340** 3 Credits  
**Branding and Identity**  
This course focuses on developing essential skills for designing logos, marketing materials, and advertising programs to establish and promote corporate identities. Case studies focus on giant corporations such as CBS, BMW, and Sony, and how they established their corporate images and business strategically. Course projects require designing or redesigning corporate identities for both existing companies and newly established businesses.

**DES 341** 3 Credits  
**Web Design III**  
This course focuses on design and development using a website Content Management System (CMS). Emphasis is placed on customizing and locally developing and testing the site for future deployment.

**DES 342** 3 Credits  
**Information Design II**  
This course focuses on advanced information design theories and applications with particular emphasis on ethics, strategies, and techniques of information design for small presentation venues. Mobile devices for high-speed dynamic applications are discussed. (Prerequisite: DES 240 or with the consent of the Dean.)

**DES 344** 3 Credits  
**Advanced Print Production**  
This course builds on concepts covered in Print Production and Color Theory. Emphasis is placed on understanding a wide range of modern print methods, including developing technologies. Advanced strategies for overcoming pre-press and print production problems are explored. Projects include multiple pre-press and production versions of print products targeted towards specific reproduction technologies and various software production preparation tools. (Prerequisite: DES 114 or with the consent of the Dean.)

**DES 350** 4 Credits  
**Web Design and Development Business Management**  
This course focuses on the essentials of setting up and managing a web design and development business. Strategies are discussed for finding work and marketing yourself, in addition to registering a company name, establishing an accounting system, and setting up different forms of businesses.

**DES 355** 3 Credits  
**Graphic Design Business Management**  
This course focuses on the essentials of setting up and managing a graphic design business. Strategies are discussed for presenting a portfolio, finding work, and marketing yourself, in addition to registering a company name, establishing an accounting system, and setting up a corporation. Assignments include a business plan, RFP responses, basic accounting, budgeting, and developing business forms.

**DES 360** 3 Credits  
**Digital Animation II**  
This course focuses on drawing and animation techniques for creating compelling objects and interactive environments. Topics include applying the principles of traditional animation using the basic software tools. Upon completion, students will be able to use scenes, movie clips, masks, and compound objects to create animated buttons, graphics, illustrations, and interfaces. (Prerequisite: DES 246 or with consent of the Dean.)

**DES 365** 3 Credits  
**Animation Scripting**  
This course focuses on the basics of computer programming. Topics include how to write high-level code that dynamically places, moves, and alters the elements of a design on screen. Upon completion, students will be able to build complex programs, step-by-step, and employ key programming skills and methods while building a code base. (Prerequisites: DES 246 and DES 360 or with the consent of the Dean.)

**DES 370** 3 Credits  
**Advanced Logo Design**  
This course exposes students to professional logo and branding design projects. Emphasis is placed on corporate identity, image, branding, and repositioning with reference to intriguing real-world case studies. Course projects offer a range of challenges from designing a logo to a company branding system, allowing students to build personal style within constraints of realistic project briefs. (Prerequisite: DES 242 or with the consent of the Dean.)

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DES 375  3 Credits
Advanced Package Design
This course focuses on designing the packaging of branded products for retail display. Course projects target advanced forms of packaging solutions. Additional emphasis is placed on mass-versus-prestige applications. (Prerequisite: DES 244 or with the consent of the Dean.)

DES 380  3 Credits
Advanced Vector Illustration
This course builds on the principles of design in DES 103 and DES 324 to provide students with a working knowledge of a digital illustration software program. Topics include advanced features of the pen tool, gradient meshes, symbols, actions, and filters. Upon completion, students will be able to create photo-realistic illustrations and complex patterns, with an emphasis on workflow features to increase their production speed. (Prerequisites: DES 103 and DES 324 or with the consent of the Dean.)

DES 420  3 Credits
Universal Design
This course focuses on the universal design theory and teaches how to apply the theory to design practice with particular emphasis on e-applications and design challenges.

DES 460  3 Credits
Advanced Image Editing
This course builds on the principles of design in DES 104 and DES 323 to provide students with a working knowledge of an image editing software program. Topics include advanced features of image correction, masking, brushes, lighting textures, retouching, and special effects. Upon completion, students will be able to explore creative ways of producing high-impact work for print or web media and apply professional approaches to composition that are challenging on both technical and artistic levels. (Prerequisites: DES 104 and DES 323 or with consent of the Dean.)

DES 470  3 Credits
Advanced Advertising Design
This course focuses on the rules of advertising design from both a creative and a business perspective. Case studies include print, web, and TV media showcase advertising at work; persuasion, color psychology, and composition; copy writing and typography; and brand communication. Course projects could include ads for social media/web sites, magazines, transit/outdoor applications, printed deliverables, and a multi-part campaign.

DES 475  3 Credits
Digital Photography
This course focuses on advanced photography techniques, approaches to composition and lighting, correcting images using Photoshop, and printing high-quality images. Emphasis is placed on developing a solid technical understanding of the medium and identifying individual expressive vision. Advanced projects explore experimental methods for enhancing photographs with digital effects.

DES 490  4 Credits
Web/Mobile Design Capstone
This course requires students to demonstrate their mastery of the program objectives by producing a functional web, mobile, or e-application that encompasses all of the integrated knowledge gained from the course. The completed project can be used to demonstrate work quality to prospective employers. (Prerequisite: Completion of all core courses or with the consent of the Dean.)

DES 499  3 Credits
Design Capstone Project
This course requires students to complete an individual or group project that will integrate the skills learned in course work for the program as well as a portfolio that can be used to demonstrate work quality to prospective employers. (Prerequisite: Completion of all core courses or with consent of the Dean.)

ENG 101  4 Credits
English Composition
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 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.

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.
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 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 220 4 Credits
Computer Law
This course covers legal topics pertaining to the protection of computer systems, data, and users in the cyber world. Students will be introduced to the laws and legal principles regulating the use and exploitation of computers and software as objects and instruments of commerce. Students will learn about the different types of hackers and web-based crime tactics and techniques. Students will be introduced to International laws and the global impact of internet crime.

ISS 310 3.5 Credits
Information Security Management
This course focuses on the management of information technology security. Emphasis is placed on access control systems and methodology, business continuity and disaster recovery planning, legal issues in information system security, ethics, computer operations security, physical security, and security architecture using current standards and models.

ISS 320 3.5 Credits
Ethical Hacking
This course teaches students how to think and act like a hacker in order to identify weaknesses in networks before malicious intruders can take advantage of them. Emphasis is placed on the methodologies and the tools used by hackers, as well as the ethics of white-hat hacking and
present reports on evidence of weaknesses and assurances that information systems security controls are in place.

ISS 330 3.5 Credits
Threats and Defense Mechanisms
This course focuses on the expansive list of technological and computer threats including trojans, viruses and worms, sniffers, phishing, social engineering threats, denial of service threats, and vulnerabilities. Emphasis is placed on the countermeasures and the defense mechanisms necessary to protect valuable resources and information in the technology world.

ISS 420 3.5 Credits
Introduction to Cryptography
This course focuses on modern cryptography and security. Emphasis is placed on various cryptographic tools like symmetric and public-key encryption schemes, signature schemes, message authentication schemes, and identification protocols. Students will be introduced to the fundamental cryptographic tools used to identify the security needs of a system and use existing cryptographic mechanisms to secure organizational systems.

ISS 430 3.5 Credits
Computer Forensics
This course focuses on identifying, tracking, and prosecuting cyber-crime. Emphasis is placed on ethics, professional responsibility, and chain of command when a computer crime is investigated. Additional topics include advanced techniques in computer investigation and analysis, computer hacking, forensic investigation, and computer intruder profiling with interest in generating potential legal evidence. Students are exposed to the process of detecting attacks and collecting evidence in a forensically sound manner.

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 focuses on business concepts and applying marketing and advertising, market trends, vendor solutions, credit card verification systems, security auction technologies, storefronts, and overall technology 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 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 start-ups, 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 start-ups 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  4 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
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 100 4 Credits Medical Terminology, Law, and Ethics
This course introduces students to the terminology used in the medical field by first identifying/translating prefixes, suffixes and root words from their Greek and/or Latin origins, and then by further understanding how these word components when combined with other words that may/may not also have similar origins, create the terminology commonly used today in medical settings and also establish significant and standardized meanings typically used by health insurers as well as by medical biller and coders when posting information into health record files. The course also provides students with a survey of significant medical laws, ethics and bioethics that are similarly dependent on understanding and using standardized medical terminology in statutory language and medical policy statements. Completion of this course provides students with the contexts in which medical terminology is identified and used, how such standardization of definitions and descriptions provide clarity in a variety of significant ways and permits more 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 109 3 Credits Medical Records and Communication
This course focuses on interpersonal communications within a medical setting to enhance written and verbal skill development to support more effective medical administration and document management in medical settings. Medical Records, Problem Oriented Medical Records (POMR) and Subjective Objective Assessment Plans (SOAP) are covered as well as telephone techniques, appointment scheduling, mail handling and medical reception skills. Upon completion of this course, students will be more proficient in their verbal and written communications skills and their abilities to create and appropriately maintain medical records, to protect the integrity and confidentiality of those records and to identify strategies for more effective document and file management.

MED 116 3.5 Credits Medical Billing and Computerized Administration
Introduces the fundamentals of medical office bookkeeping procedures that include patient statement billing and collection procedures, payroll, and basic office transactions on the purchase of expendable and non-expendable equipment. Students will learn the computer software that is used in the billing areas of the medical field. Students will learn the daily financial functions that would occur within the medical office.

MED 122 2 Credits Medical Asepsis
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.

MED 123 2 Credits Introduction to Electrocardiography
This course covers basic cardiopulmonary anatomy and physiology, electrocardiography, standardization of the ECG, identifying artifacts, recognition of arrhythmia, and 12-lead ECG.

MED 124 4 Credits Office Clinical Procedures I
This course focuses on clinical laboratory procedures performed in out-patient medical offices or medical clinics. The fundamentals of urine analysis and microbiological testing will be introduced. Microscope use is taught, along with specimen collection and cultures and sensitivities. Gram-staining procedures and theory are discussed.
MED 210 3 Credits
Professional Medical Coding

This course introduces students to the fundamentals of Medical Coding and the terminology used in such processes that also include using the following coding resources: Current Procedural Terminology (CPT), International Classification of Diseases 10th revision (ICD.10), and Health Care Procedure Coding System (HCPCS). Students learn to code by using the aforementioned resources and relevant texts and reference materials available in hard copy and in digital formats. Upon completion of the course, students will have a better understanding of the principles surrounding medical coding, and relevant knowledge and practical training proficiency in using coding software programs.

MED 211 3 Credits
Insurance Specialist

This course presents students with an overview of the medical insurance industry, current policy options available, how to fill out insurance forms and the procedures related to insurance filings and claims. Filling out forms and claims includes instruction using hard copy and digital formats. Upon completion of this course, students will be more informed and knowledgeable about medical insurance, in general, as well as possess proficiency in working with insurance forms and filings.

MED 225 4 Credits
Office Clinical Procedures II

This course introduces the fundamental knowledge of hematology and complete hematology tests, including WBC and RBC, differential counts, blood smears and staining techniques, hemoglobin, hematocrit, blood typing, blood glucose, sedimentation rates, and mono reagent testing. This course also covers how to draw blood using vacutainer, butterfly, and syringe methods. Students will learn the correct vacutainer tube to use for different hematological procedures. Students will observe these skills in actual medical facility conditions. (Prerequisite: MED 124 or with the consent of the Dean.)

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 280 4 Credits
Skeletal and Muscular Systems

This course covers the structural organization and the major organs of the human skeletal and muscular systems. Normal function, pathology, disease, and treatment protocols relevant to each system will also be covered. Upon completion of this course, students will have an understanding of these systems, issues related to abnormal system functions and strategies for treating such system abnormalities.

MED 281 4 Credits
Cardiac and Respiratory Systems

This course will describe the structural organization and major organs of the cardiac and respiratory systems. Normal function, pathology, disease, and treatments will be discussed as they relate to each system. Upon completion of this course, students will be more informed and knowledgeable about such systems that will also enhance their preparedness and overall effectiveness for working in medical settings.

MED 282 4 Credits
Lymphatic, Immune, and Endocrine Systems

This course will describe the structural organization and major organs of the lymphatic, immune, and endocrine systems. Normal function, pathology, disease, and treatments will be discussed as they relate to each system. Upon completion of this course, students will be more informed and knowledgeable about such systems that will also enhance their preparedness and overall effectiveness for working in medical settings.

MED 283 4 Credits
Digestive, Reproductive, and Urinary Systems

This course will describe the structure organization and major organs of the digestive, 66 reproductive, and urinary systems. Normal function, pathology, disease, and treatments will be discussed as they relate to each system. Upon completion of this course, students will be more informed and knowledgeable about such systems that will also enhance their preparedness and overall effectiveness for working in medical settings.

MED 284 4 Credits
Medical Specialties Clinical

This course presents students with an overview of key medical specialties, including gastroenterology, hematology, oncology, cardiology, cardiovascular surgery, and neurology. Students will learn the unique aspects of each specialty, including common disorders, diagnostic procedures, and treatments. This course aims to prepare students for the practical application of knowledge in clinical settings.

MCS 101 3 Credits
Computer Servicing I

This course introduces the proper procedures for assembly and disassembly of a computer system, software, and components. Safety concepts and procedures are covered, including electrostatic discharge (ESD) and electrical shock hazards. Students are introduced to the proper tools necessary to assemble and disassemble a computer. Cables and connectors are identified and case styles are covered. In this course, a student will disassemble a computer and identify all components. The student will then properly assemble the computer and verify proper operation.

MCS 298 3 Credits
Clinical Procedures I

Upon completion of this course the student will perform and demonstrate the competencies for specific clinical procedures including documentation for reporting lab results and preparing the patient for specialty examination.

MCS 299 3 Credits
Clinical Procedures II

Upon completion of this course the student will perform and demonstrate the competencies for CLIA waived and moderate complexity clinical procedures for the following specialties: complete urinalysis, complete hematology procedures, electrocardiography with 3 and 12 lead cardiogram, introduction to strip reading, and phlebotomy including vacutainer and butterfly techniques. Certification requirements will be completed. (Prerequisites: MED 123, MED 124, MED 225 or with the consent of the Dean.)

MCS 102 3.5 Credits
Computer Servicing II

This course focuses on diagnosis and repair of computer systems. Passive and preventive maintenance procedures are studied. This course also includes theory and practice in upgrade and configuration of computer systems, including addition of memory, pointing device interfacing, hard drives, printers, modems, and multimedia upgrade kits. (Prerequisite: MCS 101 or with the consent of the Dean.)
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<tr>
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<tbody>
<tr>
<td>NET 215</td>
<td>Server Administration I</td>
<td>3.5</td>
<td>This course helps prepare students for the Microsoft certification exam. Topics include working with disks, accounts, system resources, and virtualization. Upon completion, students will be able to install, upgrade, and configure Windows Server. (Prerequisite: OPS 101 or with the consent of the Dean.)</td>
</tr>
<tr>
<td>NET 315</td>
<td>Server Administration II</td>
<td>3.5</td>
<td>This course helps prepare students for the Microsoft certification exam. Topics include implementing, managing, maintaining, and provisioning services and infrastructure. Upon completion, students will have the skills and knowledge necessary to administer a Windows Server infrastructure in an enterprise environment. (Prerequisite: MCS 215 or with the consent of the Dean.)</td>
</tr>
<tr>
<td>NET 415</td>
<td>Server Administration III</td>
<td>3.5</td>
<td>This course helps prepare students for the Microsoft certification exam. Topics include advanced administration for disaster recovery/fault tolerance, network load balancing, clustering, and certificate services. Upon completion, students will be able to show mastery of advanced configuration tasks necessary to deploy, manage, and maintain Windows Server infrastructure in an enterprise environment. (Prerequisite: MCS 315 or with the consent of the Dean.)</td>
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### Networking

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<tbody>
<tr>
<td>NET 103</td>
<td>Networking Concepts I</td>
<td>3.5</td>
<td>Introduces networking concepts, history, and technology. Students learn vocabulary and network terminology and are trained to identify components of a network. Different types of topologies and protocols are covered.</td>
</tr>
<tr>
<td>NET 104</td>
<td>Networking Concepts II</td>
<td>3.5</td>
<td>Introduces wireless standards, remote access, and WAN technologies. Students will understand threats, firewalls, and basic security in small networks and learn to monitor and manage network operations. Students will learn the process of troubleshooting and documentation. (Prerequisite: NET 103 or with the consent of the Dean.)</td>
</tr>
<tr>
<td>NET 215</td>
<td>Security Concepts I</td>
<td>3.5</td>
<td>This course concentrates on general security concepts, communication security, infrastructure security, basics of cryptography, and operational/organizational security.</td>
</tr>
<tr>
<td>NET 315U</td>
<td>Security Concepts II</td>
<td>3.5</td>
<td>Covers implementing and administering security on a server. (Prerequisite: NET 215 or with consent of the Dean.)</td>
</tr>
<tr>
<td>NET 321</td>
<td>Network Communications I</td>
<td>3.5</td>
<td>Examines switch and router communications and configurations. Students learn network types, network media, switching and routing fundamentals, TCP/IP, IP addressing and routing, WAN technologies, operating and configuring switch and router operating systems, and managing network environments. (Prerequisite: NET 104 or with the consent of the Dean.)</td>
</tr>
<tr>
<td>NET 324</td>
<td>Network Communications II</td>
<td>3.5</td>
<td>Students select, connect, configure, and troubleshoot various switch and router networking devices. Concepts include extending switched networks with VLANs, determining IP routes, managing IP traffic with access lists, establishing point-to-point connections, and establishing frame relay connections. (Prerequisite: NET 321 or with the consent of the Dean.)</td>
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### Information Storage

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<tbody>
<tr>
<td>NET 424</td>
<td>Information Storage I</td>
<td>3.5</td>
<td>Introduces the in-depth concepts of Business Continuity, backup and archive, local replication of data, remote replication of data, cloud computing, storage security, and information storage management tasks. (Prerequisite: NET 424)</td>
</tr>
<tr>
<td>NET 425</td>
<td>Information Storage II</td>
<td>3.5</td>
<td>Increases students’ knowledge of Information Storage Networks. Introduces the in-depth concepts of Business Continuity, backup and archive, local replication of data, remote replication of data, cloud computing, storage security, and information storage management tasks. (Prerequisite: NET 424)</td>
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### Nursing

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<tbody>
<tr>
<td>NUR 302</td>
<td>Professional Role Development</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>NUR 303</td>
<td>Theoretical Foundations in Nursing</td>
<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 309  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 310  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 311  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 312  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 313  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 314  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 315  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 316  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 317  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.
This course helps prepare students for the Introduction to Operating Systems.

**OPS 101  4 Credits**

Introduction to Operating Systems

This course helps prepare students for the Windows certification exam. Topics include 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.

**OPS 304  3.5 Credits**

Electronic Communication Management

Covers the installation, configuration, and administration of electronic communication. Students learn about electronic communication in a network environment, how to configure electronic communication for a group of users, and common administration tasks. (Prerequisite: NET 103 or NET 104, or with consent of the Dean)

**OPS 113  3.5 Credits**

Linux Operating Systems I

This course is an introduction to the Linux operating system. Topics include X Window system, clients, networking, the shell, and scripting. Upon completion, students will be able to install, configure, and administer the Linux operating system locally and remotely. (Prerequisite: OPS 101)

**OPS 213 3.5 Credits**

Linux Operating Systems II

This course covers advanced concepts of the Linux operating system. Topics include installation, management, configuration, security, documentation, and hardware of the operating system. Upon completion, students will be able to demonstrate proficiency with all topic areas in a hands-on environment. (Prerequisite: OPS 113 or with the consent of the Dean.)

**OPS 217  3.5 Credits**

General Operating Systems

This course addresses advanced concepts in the installation, configuration, management, and security of a selected server operating system. Students learn to configure and manage advanced network services in a hands-on environment, using Windows Active Directory. Planning, documentation, troubleshooting, and security concepts are covered. (Prerequisite: OPS 101 or with the consent of the Dean.)

**OPS 303  3.5 Credits**

Apache Web Server

This course expounds on previous Linux concepts and provides new content on Apache Web Server. Topics include installing and configuring virtual machine software, Ubuntu Server, and Virtual Hosts. Upon completion, students will be able to install and configure Apache Web Server on Windows Server. (Prerequisite: OPS 113 or with the consent of the Dean.)

**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 150  3.5 Credits**

Pharmacology

Topics presented in this course include drug classifications, measuring medications and dosage calculations, administering medications, 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 with 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 101  3.5 Credits
Solution Concepts
Introduces students to 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, and implementing monitoring tools and controls to track project progress.

PRG 102  3.5 Credits
Programming Logic and Design I
Introduces elementary programming concepts. Areas of study include an introduction to the history of programming and programming languages, flow charts, and logic structures.

PRG 103  3.5 Credits
Programming Logic and Design II
Structures and constructs are explored and applied as students increase their knowledge of programming concepts. Students expand on their knowledge of data types and the use of variables in programming. Students will be introduced to Integrated Development Environments (IDE) and different programming languages. Students will also learn to build applications in an IDE. (Prerequisite: PRG 102)

PRG 111  3.5 Credits
Web Page Programming I
This course introduces students to basic web programming languages and concepts. Topics include HTML tags, elements, images, lists, tables, links, and multimedia. Upon completion, students will be able to construct documents to create a website.

PRG 140  3.5 Credits
Database Programming I
Students are introduced to the fundamentals of Structured Query Language. This course focuses on the basic techniques of SQL as it applies to data retrieval and manipulation.

PRG 204  3 Credits
Programming Concepts I
Students demonstrate coding, debugging, and troubleshooting techniques using common programming languages. Students become familiar with a software development environment and tools for creating working programs. (Prerequisite: PRG 103)

PRG 205  3 Credits
.NET Programming I
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 240  3 Credits
Database Programming II
Expands student knowledge of database concepts utilizing best practices. Students write web applications with full database connectivity features. (Prerequisite: PRG 140 or with the consent of the Dean.)

PRG 249  3.5 Credits
Web Page Programming II
This is an intermediate course on web development that builds on students’ knowledge of web programming languages and concepts. Topics include CSS, JavaScript, intermediate HTML tags, elements, images, lists, tables, links, and multimedia. Upon completion, students will be able to enhance the creation and management of websites. (Prerequisite: PRG 111 or with the consent of the Dean.)

PRG 250  3 Credits
Web Page Programming III
This is an advanced course on web development that builds on students’ knowledge of web programming languages and concepts. Topics include CSS, JavaScript, advanced 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 249 or with the consent of the Dean.)

**PRG 301** 3.5 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.

**PRG 305** 3.5 Credits

**Software Security**

This course will familiarize students with current software vulnerabilities and methods to safeguard against attacks. Students will write programs with an emphasis on security and allow them to implement best security practices.

**PRG 310** 3.5 Credits

**Web Server Programming I**

Introduces the 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. (Prerequisite for Computer Science: PRG 204; for Web Design and Development: PRG 102 or with the consent of the Dean.)

**PRG 312** 4 Credits

**Systems Analysis and Design**

In this course students explore and examine the process of identifying and developing systems to meet the needs of end users. Topics covered include requirements gathering, feature identification, logical and physical design.

**PRG 314** 3.5 Credits

**User Interaction Design**

In this course students analyze concepts of user interaction and methodology. Students will use what they learn to design the user interaction for software and web and mobile applications.

**PRG 321** 3.5 Credits

**.NET Programming II**

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. (Prerequisite: PRG 205 or with the consent of the Dean.)

**PRG 322** 3 Credits

**.NET Programming III**

This course gives students the opportunity to practice the concepts taught in .NET Programming I and II. Students will complete the course with a .NET application that can be used as part of their career portfolio. (Prerequisite: PRG 321 or with the consent of the Dean.)

**PRG 330** 3.5 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.

**PRG 335** 3 Credits

**Mobile Applications Development II**

This course expands students’ knowledge of mobile applications development. Students will design, code, and publish a working mobile application that can be used as part of their career portfolio. (Prerequisite: PRG 330 or with the consent of the Dean.)

**PRG 340** 3.5 Credits

**Database Programming III**

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. (Prerequisite for Computer Science: PRG 240; for Web Design and Development: PRG 140 or with the consent of the Dean.)

**PRG 343** 3.5 Credits

**Database Programming IV**

This course gives students the opportunity to practice the concepts taught in Database Programming I, II, and III. Students will complete the course with a completed database that can be used as part of their career portfolio. (Prerequisite: PRG 340 or with the consent of the Dean.)

**PRG 351** 3.5 Credits

**Object Oriented Programming I**

In this course, students will learn to program in an object oriented programming environment. Topics covered include objects, classes, fields, functions, and class scope.

**PRG 410** 3.5 Credits

**Web Server Programming II**

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. (Prerequisite: PRG 310 or with the consent of the Dean.)

**PRG 412** 3 Credits

**Web Server Programming III**

This course gives students a chance to focus their efforts on a specific Web application that will require outside research and learning. Students will complete the course with a Web application that can be used as part of their career portfolio. (Prerequisite: PRG 410 or with the consent of the Dean.)

**PRG 422** 3.5 Credits

**Programming Concepts II**

This course continues students’ examination and exploration of the software development process. Students will create larger and more sophisticated software applications. Students will continue to develop tier skills in developing, debugging, documenting and troubleshooting programs they have written. This course will also focus on object-oriented programming concepts. (Prerequisite: PRG 204 or with the consent of the Dean.)

**PRG 423** 3 Credits

**Programming Concepts III**

This course builds upon the concepts taught in Programming Concepts I. It addresses common program design issues that require the use of standard data structures, sorting algorithms, and search algorithms. (Prerequisite: PRG 422 or with the consent of the Dean.)
Behaviors 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.

**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.
This course is a continuation of evidence-based Healthcare Research in Practice. 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 360 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 410 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, contraindications, 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.)
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.
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.

*IU defines a week as 7 days starting Monday and ending the following Sunday, except for the last week of the module, which ends midnight Saturday.

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 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% 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 transcripted 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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>59 or below</td>
<td>0</td>
<td>Failing</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>0</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>WP/WF</th>
<th>N/A</th>
<th>Withdrawal (Pass/Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>N/A</td>
<td>Not Attempted</td>
</tr>
</tbody>
</table>

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


### 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.

<table>
<thead>
<tr>
<th>Required Evaluation Point</th>
<th>Minimum CGPA with 67% of Credits Attempted/ Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Bachelor's Degree Program)</strong></td>
<td></td>
</tr>
<tr>
<td>First term</td>
<td>1.0</td>
</tr>
</tbody>
</table>

#### 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
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 an institutional 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

Cancelling 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.

Consequences: Upon finding that a student has violated the policies on Academic Honesty, the consequences will be:

1. 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 (except for Nursing 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 between 3.50 and 3.75.
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 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 infringed. 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 predispute arbitration agreement will use it to stop a student from bringing 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 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 the Computer Literacy Assessment with a score of 14 or higher.

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.

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.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HSA 544</td>
<td>Outcomes Assessment and Quality Management</td>
<td>4.0</td>
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<tr>
<td>HSA 552</td>
<td>Healthcare Information Systems</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 502</td>
<td>Health Services Financial Management</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 505</td>
<td>The Nurse’s Role in Health Services Marketing</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 515</td>
<td>Legal and Ethical Considerations in Nursing Practice</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 602</td>
<td>Advanced Nursing Theory</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 603</td>
<td>Leadership Theory</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 604</td>
<td>Issues in Nursing</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 605</td>
<td>Research and Evaluation Methods</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 606</td>
<td>Pathophysiology</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 608</td>
<td>Advanced Pharmacology</td>
<td>4.0</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>HSA 544</td>
<td>Outcomes Assessment and Quality Management</td>
<td>4.0</td>
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<tr>
<td>NUR 503</td>
<td>Teaching Critical Thinking and Clinical Decisions</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 504</td>
<td>Technologies for Nursing Education and Practice</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 515</td>
<td>Legal and Ethical Considerations in Nursing Practice</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 602</td>
<td>Advanced Nursing Theory</td>
<td>4.0</td>
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<tr>
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<tr>
<td>NUR 608</td>
<td>Advanced Pharmacology</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 609</td>
<td>Instructional Strategies</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 610</td>
<td>Evaluation Strategies</td>
<td>4.0</td>
</tr>
<tr>
<td>NUR 613</td>
<td>Nurse Education Practicum</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**TOTAL MINIMUM NUMBER OF CREDITS:** 56.0

With the Dean's permission, students may replace any one of the HSA courses with NUR 585.

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.

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>MBA 601</td>
<td>Financial Accounting for Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 602</td>
<td>Dynamics of the Organization</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 603</td>
<td>Marketing Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 604</td>
<td>Corporate Finance</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Information Technology and Society</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 606</td>
<td>Communication Dynamics for Professionals</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 607</td>
<td>International Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 608</td>
<td>Statistics for Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 609</td>
<td>Applications in Economic Analysis</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 610</td>
<td>General Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 611</td>
<td>Developing Business Strategy</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 612</td>
<td>Leadership Theory</td>
<td>4.0</td>
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</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 615</td>
<td>Entrepreneurial Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Business Plans</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 625</td>
<td>Financing the Entrepreneurial Venture</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 640</td>
<td>Current Topics in Entrepreneurial Leadership</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 650</td>
<td>Entrepreneurship Capstone Project</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**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.

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.

<table>
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<tbody>
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<td>Financial Accounting for Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 603</td>
<td>Marketing Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 612</td>
<td>Leadership Theory</td>
<td>4.0</td>
</tr>
<tr>
<td>MBA 613</td>
<td>Advanced Human Resource Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 550</td>
<td>Systems Analysis and Design</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 560</td>
<td>Storage Area Network Architecture and Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 570</td>
<td>Management Information Systems</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 580</td>
<td>Information Systems Security</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 590</td>
<td>IT Project Management</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 640</td>
<td>Technology in Research Methods</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 650</td>
<td>Data Management, Analysis and Reporting</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 660</td>
<td>Human Computer Interaction</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 670</td>
<td>Information Systems Strategic Planning</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 680</td>
<td>Decision Support Systems and Methods</td>
<td>4.0</td>
</tr>
<tr>
<td>MIS 690</td>
<td>Information Systems Capstone Project</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**TOTAL MINIMUM NUMBER OF CREDITS:** 60.0
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)

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 transcripted 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94–100</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90–93</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>3.4</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>84–86</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

Passing grade point average (CGPA) for Master’s degree students.†

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-</td>
<td>80–83</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74–76</td>
<td>2.0</td>
<td>Average</td>
</tr>
</tbody>
</table>

Passing grade for Master’s † students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>70–73</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>64–66</td>
<td>1.0</td>
<td>Poor</td>
</tr>
<tr>
<td>D-</td>
<td>60–63</td>
<td>.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
<td>0</td>
<td>Failing</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td></td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

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

†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.

<table>
<thead>
<tr>
<th>Required Evaluation Point</th>
<th>Minimum CGPA with 67% of Credits Attempted/Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Master’s Degree Program)</td>
<td></td>
</tr>
<tr>
<td>First term</td>
<td>2.5</td>
</tr>
<tr>
<td>Second term</td>
<td>3.0</td>
</tr>
<tr>
<td>Graduation</td>
<td>3.0</td>
</tr>
<tr>
<td>150% of the program</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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.

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 earned 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.

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>January 21, 2019</td>
<td>Module One Begins</td>
</tr>
<tr>
<td>Mon.</td>
<td>January 21, 2019</td>
<td><strong>Holiday (Martin Luther King Day)</strong></td>
</tr>
<tr>
<td>Fri.</td>
<td>February 15, 2019</td>
<td>Module One Ends</td>
</tr>
<tr>
<td>Mon.</td>
<td>February 18, 2019</td>
<td>Module Two Begins</td>
</tr>
<tr>
<td>Mon.</td>
<td>February 18, 2019</td>
<td><strong>Holiday (President's Day)</strong></td>
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<tr>
<td>Fri.</td>
<td>March 15, 2019</td>
<td>Module Two Ends</td>
</tr>
<tr>
<td>Mon.</td>
<td>March 18, 2019</td>
<td>Module Three Begins</td>
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<tr>
<td>Fri.</td>
<td>April 12, 2019</td>
<td>Module Three Ends</td>
</tr>
<tr>
<td>Mon.</td>
<td>April 15, 2019</td>
<td>Module Four Begins</td>
</tr>
<tr>
<td>Fri.</td>
<td>May 10, 2019</td>
<td>Module Four Ends</td>
</tr>
<tr>
<td>Mon.</td>
<td>May 13, 2019</td>
<td>Module Five Begins</td>
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<tr>
<td>Mon.</td>
<td>May 27, 2019</td>
<td><strong>Holiday (Memorial Day)</strong></td>
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<tr>
<td>Fri.</td>
<td>June 7, 2019</td>
<td>Module Five Ends</td>
</tr>
<tr>
<td>Mon.</td>
<td>June 10, 2019</td>
<td>Module Six Begins</td>
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<tr>
<td>Thur.</td>
<td>July 4, 2019</td>
<td><strong>Holiday (Independence Day)</strong></td>
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<tr>
<td>Fri.</td>
<td>July 5, 2019</td>
<td>Module Six Ends</td>
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<td>Mon.</td>
<td>July 8, 2019</td>
<td>Module Seven Begins</td>
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<td>Fri.</td>
<td>August 2, 2019</td>
<td>Module Seven Ends</td>
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<td>Mon.</td>
<td>August 5, 2019</td>
<td>Module Eight Begins</td>
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<td>Fri.</td>
<td>August 30, 2019</td>
<td>Module Eight Ends</td>
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<tr>
<td>Mon.</td>
<td>September 2, 2019</td>
<td><strong>Holiday (Labor Day)</strong></td>
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<tr>
<td>Mon.</td>
<td>September 2, 2019</td>
<td>Module Nine Begins</td>
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<tr>
<td>Fri.</td>
<td>September 27, 2019</td>
<td>Module Nine Ends</td>
</tr>
<tr>
<td>Mon.</td>
<td>September 30, 2019</td>
<td>Module Ten Begins</td>
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<tr>
<td>Fri.</td>
<td>October 25, 2019</td>
<td>Module Ten Ends</td>
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<tr>
<td>Mon.</td>
<td>October 28, 2019</td>
<td>Module Eleven Begins</td>
</tr>
<tr>
<td>Mon.</td>
<td>November 11, 2019</td>
<td><strong>Holiday (Veteran’s Day)</strong></td>
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<tr>
<td>Fri.</td>
<td>November 22, 2019</td>
<td>Module Eleven Ends</td>
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<tr>
<td>Mon.</td>
<td>November 25, 2019</td>
<td>Module Twelve Begins</td>
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<tr>
<td>Thu.</td>
<td>November 28, 2019</td>
<td><strong>Holiday (Thanksgiving)</strong></td>
</tr>
<tr>
<td>Fri.</td>
<td>November 29, 2019</td>
<td><strong>Holiday (Day after Thanksgiving)</strong></td>
</tr>
<tr>
<td>Sun.</td>
<td>December 22, 2019</td>
<td>Module Twelve Ends</td>
</tr>
<tr>
<td>Mon.</td>
<td>December 23, 2019</td>
<td>Winter Break Begins</td>
</tr>
<tr>
<td>Sun.</td>
<td>January 5, 2020</td>
<td>Winter Break Ends</td>
</tr>
<tr>
<td>Mon.</td>
<td>January 6, 2020</td>
<td>Module One Begins</td>
</tr>
</tbody>
</table>

***Calendar is subject to change***

Please note that the module for students taking a course fully online ends on the Saturday following the end date listed in the calendar above.

# Holidays

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>New Year’s Day</td>
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<tr>
<td>Martin Luther King Day</td>
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<tr>
<td>Presidents’ Day</td>
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<tr>
<td>Memorial Day</td>
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<tr>
<td>Independence Day</td>
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<tr>
<td>Pioneer Day (Utah only)</td>
</tr>
<tr>
<td>Labor Day</td>
</tr>
<tr>
<td>Veteran’s Day</td>
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<tr>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Day after Thanksgiving</td>
</tr>
<tr>
<td>Christmas</td>
</tr>
</tbody>
</table>
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

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

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 Lorance
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
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Janell Campbell</td>
<td>Associate Dean</td>
<td></td>
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<tr>
<td>Ruth Crook</td>
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<tr>
<td>Jennifer Dinkelman</td>
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<td>Lori Wietfeld</td>
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<tr>
<td>Kathryn Frey</td>
<td>Faculty Program Advisor</td>
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<tr>
<td>Starla Goldade</td>
<td>Associate Dean, Curriculum Development</td>
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<tr>
<td>James Butler</td>
<td>Adjunct Instructor</td>
<td></td>
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<tr>
<td>Jennifer Crummel</td>
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<tr>
<td>Sanita Floyd</td>
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<tr>
<td>Mia Howell</td>
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<tr>
<td>Doris Jones</td>
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<td>Michael Mattingly</td>
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<td>Avery Ragland</td>
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<td>LeKeicha Scott</td>
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<td>ADA:</td>
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<tr>
<td>Teanne Fenter</td>
<td>Student ADA Coordinator</td>
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<tr>
<td>Kristina Rappleye</td>
<td>Student ADA Coordinator</td>
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<tr>
<td>Kandace Welch</td>
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<td>Library:</td>
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<tr>
<td>Alana Howlett</td>
<td>Librarian</td>
<td>MLS, Library Science, Emporia State University BA, English, Brigham Young University</td>
</tr>
<tr>
<td>Victoria Gray</td>
<td>Librarian</td>
<td>MLS, Informatics, Emporia State University BA, English &amp; Classical Languages, University of Utah</td>
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<td>Registrar Department:</td>
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<tr>
<td>Beth Hatt</td>
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<tr>
<td>Andrea Portillo</td>
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<tr>
<td>Marissa Fonseca</td>
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<tr>
<td>Ann Williams</td>
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<tr>
<td>Brittney Barlow</td>
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<tr>
<td>Chanelle Orlandi</td>
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<tr>
<td>Deborah Visser-Moulton</td>
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<td>Karli Valdivia</td>
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<tr>
<td>Kira Spongberg</td>
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<td>Lisa Smith</td>
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<td>Elizabeth Budenberg</td>
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<td>Lucinda Rabago</td>
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<td>Mary Goldsberry</td>
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<td>McKenzie Tognarelli</td>
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<td>Nachelle Kay</td>
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<td>Samantha Davis</td>
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<tr>
<td>Sam Vande Sluis</td>
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<td>Scott Cowley</td>
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<td>Student Services:</td>
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<tr>
<td>Jordan Jolley</td>
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<tr>
<td>Julie Gardner</td>
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<td>Chris Anderson</td>
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<td>Terrie Jenkins</td>
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<tr>
<td>April Thatcher</td>
<td>IU Help Desk Student Advisor</td>
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<tr>
<td>Yulanda Davis</td>
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<td>Kristina Baker</td>
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<tr>
<td>Janet Norman</td>
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<td>Dayana Ulloa</td>
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<td>Hailey Rippstein</td>
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<tr>
<td>Ashley Barnes</td>
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<tr>
<td>Adrianna Lund</td>
<td>Data Manager</td>
<td></td>
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<tr>
<td>Adrianna Lund</td>
<td>Data Manager</td>
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<tr>
<td>Chloe Kronmiller</td>
<td>Student Advisor</td>
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</tr>
</tbody>
</table>
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

Rachael Fields
Tutor

Tyler Murset
Tutor

Wanda Bryant
Tutor

Heidi Cruz
Writing Center Tutor

Jordan Hamby
Writing Center Tutor

Jill Moyer
Writing Center Tutor

Toniannne 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

Anjse 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 Bierwag
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
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education/Training Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russell Barber</td>
<td>Associate Dean</td>
<td>MBA, Utah State University, BA, Fine Arts and Design, Brigham Young University</td>
</tr>
<tr>
<td>Nicholas Becker</td>
<td>Associate Dean</td>
<td>MS, Management, Colorado Technical University, MBA, Business Administration, Colorado Technical University, BA, Social Science, University of Wyoming, AA, Political Science, Casper College</td>
</tr>
<tr>
<td>Brett Bjornsrud</td>
<td>Associate Dean</td>
<td>MS, Information Systems, Independence University, BA, Communications, University of Colorado</td>
</tr>
<tr>
<td>Darci Brainich</td>
<td>Associate Dean</td>
<td>MBA, Accounting, University of Phoenix, BS, Business/Accounting, University of Phoenix</td>
</tr>
<tr>
<td>Ronald Cade</td>
<td>Associate Dean</td>
<td>MBA, Morehead State University, BA, Business Economics, Ohio University</td>
</tr>
<tr>
<td>Andrew Dartr</td>
<td>Associate Dean</td>
<td>MBA, Texas Woman's University, BBA, Texas Women's University</td>
</tr>
<tr>
<td>Christine Davidson</td>
<td>Associate Dean</td>
<td>MBA, Technology Management, Capella University, BS, Information Systems Management, Colorado Technical University, BA, Business Administration, University of Wisconsin-Green Bay</td>
</tr>
<tr>
<td>Ashley Dellosa</td>
<td>Associate Dean</td>
<td>EdD, Organizational Leadership, Argosy University, MA, Education/Adult Education and Training, University of Phoenix, BA, Business Administration, University of Wisconsin-Green Bay</td>
</tr>
<tr>
<td>Hollie Fletcher</td>
<td>Associate Dean</td>
<td>MBA, University of Phoenix, BS, Marketing &amp; Communications, Weber State University</td>
</tr>
<tr>
<td>David Harmon</td>
<td>Associate Dean</td>
<td>MBA University of Denver, BS, Business Administration, Colorado State University, Certified Investment Management Analyst Program, Aresty Institute of Executive Education, University of Pennsylvania</td>
</tr>
<tr>
<td>Jefferson Knott</td>
<td>Associate Dean</td>
<td>MBA, University of South Florida, MA, Education, Western Kentucky University, BS, Teaching, Loughborough University</td>
</tr>
<tr>
<td>Valerie Meade</td>
<td>Associate Dean</td>
<td>MPA, Brigham Young University, BA, International Relations, Brigham Young University, AS, Paralegal Studies, Utah Valley University</td>
</tr>
<tr>
<td>Diane Moffat</td>
<td>Associate Dean</td>
<td>MA, Business, Baker College, BS, Human Resources Management, Arizona State University</td>
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<td>Robert Potter</td>
<td>Associate Dean</td>
<td>MBA, Boise State University, BA, English, Boise State University</td>
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<tr>
<td>Colette Rominger</td>
<td>Associate Dean</td>
<td>MA, Education/Adult Education and Training, University of Phoenix, MBA, University of Phoenix, BS, Management, University of Phoenix</td>
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<td>Sparkle Sullivan</td>
<td>Associate Dean</td>
<td>MPA, Keller Graduate School of Management, BS, Management, Southern Illinois University</td>
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<td>Matthew Thomas</td>
<td>Associate Dean</td>
<td>MBA, Brigham Young University, BS, Accountancy, Brigham Young University</td>
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<td>Keith Wade</td>
<td>Associate Dean</td>
<td>DBA, North Central University, MBA, University of Detroit-Mercy, BS, Business Administration, Oakland University</td>
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<td>Kenneth Wallin</td>
<td>Associate Dean</td>
<td>MA, Management, Webster University, BA, Political Science, Mars Hill College</td>
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<td>James Bingham</td>
<td>Faculty Program Advisor</td>
<td>MBA Utah State University, BS, Business Administration, Southern Utah University, AS, Business Administration, Dixie College</td>
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<td>Kimberly Blake</td>
<td>Faculty Program Advisor</td>
<td>MBA, Marketing, Baker College Center for Graduate Studies, BBA, Marketing/Management, Baker College Online, ABA, Marketing/Management, Baker College Online</td>
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<td>Jim Dedder</td>
<td>Faculty Program Advisor</td>
<td>BS, Business Administration, Oregon State University, Certified CPA</td>
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<tr>
<td>Todd Falcone</td>
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<td>MBA, Independence University, MS, Accounting, Saint Vincent College, BS, Accounting, Saint Vincent College</td>
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<tr>
<td>Jimmie Flores</td>
<td>Faculty Program Advisor</td>
<td>PhD, Human &amp; Org Systems, Fielding Graduate University, DM, Organizational Leadership/IS &amp; Technology, University of Phoenix</td>
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<tr>
<td>Jeanette Goodwin</td>
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<td>MEd, Curriculum Instruction &amp; Assessment, Regis University, MA, Human &amp; Org Systems, Fielding Graduate University, MS, Public Administration, DeVry University, MM, Management, Regis University, MS, Management, Regis University, MS, Computer Info Technology, Regis University</td>
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<tr>
<td>Stefanie Hopson</td>
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<td>MBA, Texas A&amp;M University Commerce, BS, Accounting, Indiana University</td>
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</table>
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Catalog Addendum: Faculty and Staff
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<tr>
<th>Name</th>
<th>Title</th>
<th>Degree(s)</th>
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<tr>
<td>Kathryn Frey</td>
<td>Instructor</td>
<td>MBA, Stevens-Henager College</td>
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<td>Brendan Garay</td>
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<td>Kasey Guenther</td>
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<td>Athena Halkidis</td>
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<td>BS, Office Administration and Business Education Composite, Weber State University</td>
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<td>Michael Higley</td>
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<td>Brett Holbrook</td>
<td>Adjunct Instructor</td>
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<td>BS Paralegal Studies, Utah Valley University</td>
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<td>Cynthia Hollenbach</td>
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<td>Robert Huylar</td>
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<td>MAS, Space Exploration, Operations Management, Embry-Riddle Aeronautical University</td>
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<td>Brynie Johnson</td>
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<td>Alan Jones</td>
<td>Adjunct Instructor</td>
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<td>Lorin Leone</td>
<td>Instructor</td>
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<td>BA, Journalism and Media Studies, Rutgers State University</td>
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<td>Dan Marlow</td>
<td>Adjunct Instructor</td>
<td>MAFM Keller Graduate School of Management</td>
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<td>Michael McAndrew</td>
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<td>Jonathan Noel</td>
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<td>David Pack</td>
<td>Adjunct Instructor</td>
<td>PhD, Business Administration, California Coast University</td>
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<td>PhD, Finance, University of South Florida</td>
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<td>Rosie Rey</td>
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<td>PhD, Stirling University</td>
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<td>MSL, Vermont Law School</td>
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<td>MA, Planning Community Development, Eastern Kentucky University</td>
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<td>Allison Wright</td>
<td>Adjunct Instructor</td>
<td>BS, Art/Visual Comm-Design, Weber State University, AS, General Studies, Weber State University</td>
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<td>Steven Bock</td>
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<td>Story Stringer</td>
<td>Associate Dean</td>
<td>MS, Instrumental Sciences, University of Arkansas, BS, Physics, Cumberland College, BS, Mathematics, Cumberland College</td>
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<td>Angela Sweeney</td>
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<td>MA, English, Literature and Writing, Utah State University, BA, Music, Violin Performance, Utah State University</td>
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<td>Brent Albrecht</td>
<td>Adjunct Instructor</td>
<td>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</td>
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<tr>
<td>Mark Arandia</td>
<td>Adjunct Instructor</td>
<td>PhD, Political Philosophy, University of Dallas, MA, Political Philosophy, University of Dallas, BA, Political Philosophy, University of Dallas</td>
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<tr>
<td>Laurie Asermily</td>
<td>Adjunct Instructor</td>
<td>MS, Education, Nazareth College, BS, Biology, State University of New York, AS, Medical Laboratory Technology, Monroe Community College</td>
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<tr>
<td>Kimberly Barnard</td>
<td>Adjunct Instructor</td>
<td>MEd, Curriculum and Instruction, University of Phoenix, BA, Interpersonal Communications, Boise State University</td>
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<tr>
<td>Martha Baumgarten</td>
<td>Adjunct Instructor</td>
<td>MA, Art History and Curatorial Studies, Brigham Young University, BA, Art History, Business Minor, Brigham Young University</td>
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<td>Julie Berg</td>
<td>Adjunct Instructor</td>
<td>MA, Early Childhood Education, New Jersey City University, BA, Psychology, Rutgers University</td>
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<td>Cynthia Bervig</td>
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<td>MS, Mathematics, Texas A&amp;M University, BA, Mathematics: Secondary Education, Adams State University</td>
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<td>Timothy Bohinski</td>
<td>Adjunct Instructor</td>
<td>PhD, Physical Chemistry, Temple University, BS, Chemistry, Drexel University</td>
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<tr>
<td>Mary Brito</td>
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<tr>
<td>Rowland Cadena</td>
<td>Adjunct Instructor</td>
<td>MA, English Literature and Language, St. Mary’s University, BA, English, St. Mary’s University</td>
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<td>Amanda Campbell</td>
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<td>MS, Biology, Western Kentucky University, BS, Biology, Kentucky Wesleyan College</td>
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<tr>
<td>Marlo Chavarria</td>
<td>Adjunct Instructor</td>
<td>MA, Business Economics, University of South Florida, BA, Economics and Political Science, University of South Florida, AA, General Education, University of South Florida</td>
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School of General Education:

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<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<td>Whitney King</td>
<td>Dean, General Education</td>
<td>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</td>
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<tr>
<td>Sita Bell</td>
<td>Associate Dean</td>
<td>MS, American Studies, Utah State University, BA, American Studies, Utah State University</td>
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<tr>
<td>Jolynne Berrett</td>
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<td>MS, Instructional Technology, Utah State University, BA, Music, Arizona State University</td>
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- BA, History, University of Kansas

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Stefani Nelson
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- BS, Psychology, Utah State University
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<td>Taylor Norwood</td>
<td>Adjunct Instructor</td>
<td>♦ MA, Philosophy, University of Dallas</td>
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<td>Alicia O’Brien</td>
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<td>Val Olds</td>
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<td>Rachael Pippin</td>
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<td>Michael Porter</td>
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<td>Kenda Puchalski</td>
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<td>♦ MS, Library and Information Science, University of Illinois at Urbana-Champaign</td>
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<td>Isaac Raymond</td>
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<td>Marilyn Richards</td>
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<td>Patience Sharp</td>
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<td>Laura Sheneman</td>
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<td>Matthew Smela</td>
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<td>Kamille Smith</td>
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<td>Tammy Smith</td>
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<td>James Stieb, PhD.</td>
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<td>Mamasa Sumare</td>
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<td>Lisa Turner</td>
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- 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

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- 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

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- DNP, Education/ Administration/ Professional Leadership Specialization, Walden University
- MSN, Education, Walden University
- ASN, Southwestern College

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Faculty Program Advisor
- MSN University of Virginia
- BSN, University of Kentucky

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- MS, Healthcare Administration, Independence University
- BA, Healthcare Administration, Canyon College of Idaho

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- MSN, Sage College
- BSN, Sage College
- ASN, Sage College

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- MSN, Education, University of Phoenix
- BSN, University of Phoenix
- ASN, William Rainy Harper College

Romanda Cooper, CBC
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- MS, Health Services Administration, University of Central Florida
- BS, Health Science Education, University of Florida

Dr. Gil Etheridge
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- 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
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- 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

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

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Instructor
- MBA, Healthcare Administration, North Central University
- MED, Organizational Leadership, North Central University
- BBA, Management, North Central, University
- MSIT, Computer Assurance & Security, Kaplan University

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Adjunct Instructor
- MBA, University of Utah
- BS, Industrial Engineering and Management, North Dakota State University
- BS, Applied Mathematics, Jamestown College

Deborah Nolder
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- 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

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- PhD, Public Policy and Administration, Health Services, Walden University
- MPA, Public Administration, Walden University
- BA, Natural Science, University of Texas

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- MAEd, Higher & Post-secondary Education, Argosy University
- BSN, Spalding College

Karen Garcia
Associate Dean of Curriculum
- MS, Teaching and Learning Organizational Leadershipships and Change Management, Colorado State University
- Certificate, Medical Assistant, Pima Medical Institute

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Faculty Program Advisor
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Tracey Crispell, RPT
Faculty Program Advisor
- BS, Educational Studies, Walden University

Scot Dawson
Faculty Program Advisor
- MS, Healthcare Informatics and Management, 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
Adjunct Instructor

Tiana McGee, CMA
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, CPA
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
Adjunct Instructor

Cynthia Wright
- MSAP, Columbus State University
- BS, Health Science, Columbus State University
- AAT, Management & Supervisory Development, Columbus Technical College

Melissa Wheeler
- BS, Fashion Merchandising, Auburn University
- BA, Mathematics, Ottawa University

Jennifer Vazquez, CPhT
- BS, General Studies, Columbia College
- AA, General Studies, Daytona State College
- Diploma, Medical Office Billing Specialist, Ultimate Medical Academy

Telicia Ward-Thomas
- BS, Public Health, University of South Florida

Kimberly Warren, RN
- MSN, Education, Western Governors University
- BSN, Western Governors University
- ASN, Miami, University

Nicole A. Washington, RN
- MS Healthcare Administration, University of Maryland
- BSN, University of Delaware

Melissa Wheeler
- MPH, California College of Health Sciences/Independence University
- BS, Biochemistry and Cell Biology, University of California San Diego

Adjunct Instructor

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

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- MBA, University of Phoenix
- BS, Business Management, University of Phoenix

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- 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
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- 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

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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
Thomas Santa Maria
Dean - School of Technology
- MBA, Technology Management, University of Phoenix
- BS, Computer Information Systems Management, Colorado Christian University

Christin Hopkins
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- BS, Marketing, University of Florida

Shane Lauber
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- MS, Information Systems Management, Hodges University
- BA, Information Systems, Eckerd College

James Major
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- MS, Information Systems, Independence University
- BS, Computer Science, Stevens-Henager College

Mitchell McDonald
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- MA, History, American Public University
- BS, Information Technology Management, Colorado Technical University
- AA, General Studies, Central Texas College

Daniel Nickel
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- MBA, Entrepreneurship, Independence University
- BS, Computer Science, CollegeAmerica

Dee Dee Rich
Associate Dean
- BS, Computer Science, US Military Academy

Patricia Shaffer
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- 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

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Faculty Program Advisor
- MBA, Project Management, Colorado Technical University
- MS, Management, Colorado Technical University
- BS, Software Engineering, Colorado Technical University

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- MS, Information Systems, Independence University
- BS, Technology Support and Training Management, University of South Carolina

Kimberly Avery
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- 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

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Adjunct Instructor
- MS, Cybersecurity, Webster University
- BS, Technical Management, DeVry University
- AS, Cybersecurity & Electronic Systems Technology, Community College of the Air Force

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- PhD, Education, Capella University
- MS, Computer Science, Stevens-Henager College
- MBA, Technology Management, University of Phoenix
- BS, Applied Science, ITT Technical

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- MBA, Computer and Information Security, North Central University
- BA, Business Administration & Applied Computer Science, North Central University

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- MS, Information Systems, Independence University
- MA, Curriculum and Instruction, University of Colorado
- BS, Business Administration, Colorado State University
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- BS, Business Administration, Elon University

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Adjunct Instructor

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- MS, Info Security & Assurance, Western Governors University  
- BS, Computer Information Systems, DeVry University

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- MA, Comp Resource/Information Management  
- BS, Psychology, Auburn University

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- MBA, Entrepreneurship, Independence University  
- BS, Business Management, University of Phoenix

Hartford Dawson  
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- MS, Information Technology, Florida Institute of Technology

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- MBA, Regis University  
- BS, Business Administration, University of Southern Colorado

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- MS, Info Security & Assurance, Western Governors University  
- BS, Information Technology & Management, Delaware Valley University

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- MIS, University of Phoenix  
- BAS, Networking, Davenport University

Samuel Haney  
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- MS, Information Technology, Independence University  
- BS, Integrated Technology, University of South Carolina

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- MS, Software Engineering, George Mason University

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- MA, Psychology, Guidance and Counseling, University of Northern Colorado  
- MS, Computer Science, UCLA  
- BS, Computer Science, USAF Academy

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- MA, International Peace & Conflict Resolution, American University  
- BA, Political Science, Marist College

James Hindman  
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- MS, Cyber-Security, Western Governors University

David Hoffman  
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- 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

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- BS, Computer Science, United States Military Academy

Amber Martin  
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- MS, Information System, Baker College  
- BS, Web Development, Baker College  
- AS, Web Design, Baker College

Elaine McLeod  
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- MA, Comp Resr/Int Management, Webster University  
- BS, Business Management, Limestone College  
- AS, Telecommunications Systems Mgt., Midlands University

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- BS, Project Management & Administration, ITT Technical Institute  
- AS, Computer-Aided Drafting Technology, ITT Technical Institute

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- BS, Economics and Business, New Mexico State University

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- BA, Economics, Westminster College

Mary Simerly  
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- MS, Animal Science, University of Texas  
- BS, Animal Science, University of Tennessee

Kristen Smith-Krull  
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- BA, Management, University of Phoenix

Ralph Spraker  
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- 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  
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- MBA, Strayer University  
- MA, Computer Resources and Information Management, Webster University  
- BS, Computer Information Systems, Limestone College
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- BA, Liberal, Regis University

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- AAS, Information Technology, National American University
2019 Annual Security Report
Independence University
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:  

**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/sxoffender/welcome.html;jsessionid=2073E32BA5DD17807F868024B3AE69B.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

Maine
Maine Sex Offender Registry:
http://sor.informe.org/cgi-bin/sor/index.pl

Maryland
Maryland Department of Public Safety & Correctional Services:
http://www.dpcs.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:

New Jersey
New Jersey State Police:
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:

Texas
Texas Department of Public Safety:
https://records.txdps.state.tx.us/SexOffenderRegistry

Utah
The Utah Department of Corrections’ website:

Vermont
Vermont Sex Offender Registry:

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:
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**

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On-Campus</th>
<th>Public Property</th>
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<tr>
<td></td>
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<tr>
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<tr>
<td></td>
<td>2017</td>
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<td>0</td>
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<tr>
<td></td>
<td>2018</td>
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<td>0</td>
</tr>
<tr>
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<td>0</td>
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<tr>
<td></td>
<td>2017</td>
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<tr>
<td></td>
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<td>0</td>
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<td>Robbery</td>
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<td>2017</td>
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</tr>
<tr>
<td>2018</td>
<td>Total: 0</td>
<td></td>
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</table>

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.

• 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.

**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.