Harrisburg University Of Science and Technology

Online Degree Programs

Undergraduate Catalog

Academic Years 2019-2020

The provisions of this Catalog, and its electronic version at http://AdultDegrees.HarrisburgU.edu, are not to be considered as an irrevocable contract between Harrisburg University of Science and Technology and the student. The University reserves the right to change any policy, provision or requirement at any time. This right to change a policy, provision or requirement includes, but is not limited to, the right to revise, reduce or eliminate course offerings in academic programs and to add requirements for graduation. All students are responsible for adhering to the requirements, rules, policies and procedures, whether published in this Catalog, the Student Handbook, or other official media.

CONTACT INFORMATION

Primary Resources:

Harrisburg University of Science & Technology
326 Market Street
Harrisburg, PA 17101
www.HarrisburgU.edu
717.901.5100
717.901.5150 (fax)

Online Bachelor's Degree Program
717.901.5109
http://AdultDegrees.HarrisburgU.edu

Financial Aid
717.901.5115
FinancialAid@HarrisburgU.edu

Information Technology
717.901.5106
HelpDesk@HarrisburgU.edu

Graduate Student Services
GradStudentServices@HarrisburgU.edu

Library
717.901.5188
Library@HarrisburgU.edu

Records and Registration
717.901.5136
Registrar@HarrisburgU.edu

Student Services
717.901.5173
StudentServices@HarrisburgU.edu

Secondary Resources:

Admissions (Traditional)
717.901.5101
Admissions@HarrisburgU.edu

Advancement Office
717.901.5103
Connect@HarrisburgU.edu

Finance & Administration
717.901.5105
BusinessOffice@HarrisburgU.edu

Office of the President
717.901.5104
President@HarrisburgU.edu

Professional Development
717.901.5190
ProfessionalEd@HarrisburgU.edu

ABOUT THE CATALOG

This University's Catalogs are updated annually and made available in electronic form on the Harrisburg University website. This catalog is at http://AdultDegrees.HarrisburgU.edu/program-catalog/. The website also contains updated lists of courses, course descriptions, textbook adoptions, and other important information. Harrisburg University has made every effort to make this catalog is accurate; however, all policies, procedures or charges are subject to change at any time by appropriate action of the faculty, administration, or Board of Trustees. All editions of the University's catalog are archived in the library.

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THE UNIVERSITY

HISTORY

The University was incorporated in the Commonwealth of Pennsylvania on December 12, 2001, making it the first science- and technology-focused, non-profit, comprehensive university to be established in Pennsylvania in more than 100 years. Founded originally to address the Capital Region's need for increased educational opportunities in science, technology, engineering and mathematics (STEM) careers, Harrisburg University represents a major step to attract, educate, and retain a diverse 21st century knowledge-based workforce. A grand concept that was championed by business leaders, government officials, and the regional news media, Harrisburg University was built from concept to reality in less than a decade. The Pennsylvania Department of Education granted the University its charter in 2005.

An independent institution, the University offers academic and research programs designed to meet local and global needs in science and technology. By aligning undergraduate and graduate degrees with science and technology-based experiential learning, the University serves as a catalyst for creating, attracting an expanding economic development and opportunities in Central Pennsylvania and beyond.

MISSION STATEMENT

The Harrisburg University of Science and Technology offers innovative academic and research programs in science and technology that respond to local and global needs. The institution fosters a diverse community of learners, provides access and support to students who want to pursue a career in science and technology, and supports business creation and economic development.

Approved by the Board of Trustees on September 17, 2015.

ACCREDITATION AND APPROVALS

Harrisburg University of Science and Technology is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Program offerings are authorized by the Pennsylvania Department of Education, Bureau of Postsecondary and Adult Education, 333 Market Street, Harrisburg, PA 17126.

Approved to participate in the federal Title IV, HEA student assistance programs by the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Approved by the Pennsylvania Department of Education for veterans and eligible dependents to obtain education benefits through the Veteran's Administration (VA).

Approved by the Veterans Administration to participate in the "Yellow Ribbon" program. Authorized under federal law by the Department of Homeland Security – U.S. Immigration and Customs Enforcement (DHS-USCIS-SEVP) as an eligible institution for the Student and Exchange Visitor Information System (SEVIS) to enroll non-immigrant students.

An articulation agreement with another institution of higher education permits students enrolled in certain associate degree programs to transfer credits into specific degree programs at the University.

The University has an articulation agreement with the following institutions of higher education:

Alvernia University
Community College of Baltimore County
Community College of Philadelphia
Harrisburg Area Community College
Hussain College - School of Art
Lehigh Carbon Community College
Montgomery College

Additional articulation agreements are being pursued with various institutions of higher education. Harrisburg University also has course articulation agreements with a multitude of secondary schools, which can be found in the undergraduate catalog.

A consortium agreement with another institution of higher education allows a student to remain enrolled at the University while also taking credits at the visiting institution. The University has a consortium agreement for certain nanobiotechnology courses with the following institution:

The Pennsylvania State University – University Park Campus

and, the University has a consortium agreement for certain computer science courses with the following institution:

Saint Francis University

STUDENT RESPONSIBILITY STATEMENT

A student has the responsibility to engage fully in assigned work, make connections, communicate with other members of the University community, and develop professional competencies. The University is new in both thought and ideas. The student should be a partner in this endeavor, now and in the future. It is the student's responsibility to become engaged in the University's community of learners and develop a strong professional and ethical foundation as an individual. Each student is bound by the Student Code of Conduct, which is contained in the Student Handbook.

STATEMENT OF COMMUNITY VALUES

Underlying the University's mission are the following basic values:

- the importance of personal integrity, honesty, and ethical decision making;
- the right of every individual to be treated with respect and dignity as a member of a learning organization;
- freedom of intellectual inquiry in the pursuit of truth, even if it defies commonly understood theories;
- acceptance and appreciation of human diversity regarding race, gender, religion, sexual orientation, age, ability, ethnicity, and political views;
- freedom from violence or harassment that would interfere with or disrupt university activities; and
- recognition that civic engagement is a component of the intellectual development of a student and provides a path for knowledge and personal development in the service of the community.

UNDERGRADUATE AND CERTIFICATE EDUCATION

Online Bachelor's Degree Program

Description

The Online Bachelor's Degree Program is designed for the working professional; adult (non-traditional) student who wants to complete a bachelor's degree or earn a second baccalaureate degree to change or advance in a career. It provides a flexible pathway for the adult student and offers interdisciplinary programs and concentrations relevant to the needs of the workforce. Courses are offered in an accelerated, seven-week, online delivery format. Program learning goals and course content remain consistent across the University and the format and delivery is adult-friendly and career-driven.

The program offers the busy and working adult the flexibility, support, and convenience that allows the student to complete a bachelor's degree in a timely manner. Decades of research show that accelerated formats grounded in adult learning frameworks provide applicable, real-time, and real-world learning that the adult student can incorporate into, and apply to, a job and a career.

Certificates for professional development are available to enhance an individual's skills. These certificates can be applied toward the completion of a bachelor's degree or post-baccalaureate. Most commonly they are standalone certificates, five-to-seven courses for adults who want to obtain another set of professional skills.

Philosophy

The Online Bachelor's Degree Program provides continuous and professional educational opportunities to the working adult seeking a bachelor's degree or certificate within an applied and experiential degree program designed to support the student's advancement in the workforce.

ADMISSION

The University has a centralized Admissions Office to serve all prospective student applicants – undergraduate, graduate and non-degree. This centralized structure honors the University's commitment to lifelong learning and to offer a more fluid and comprehensive service for those seeking access to a quality educational experience. An Admissions Recruiter is dedicated to working with adults seeking admission to the University's Online Bachelor's Degree Program.

Degree-seeking Admission

Philosophy

Harrisburg University of Science and Technology seeks to admit students from a variety of backgrounds. Many factors are considered in the review of applicant files. The student's motivation and interest in science or technology and academic potential, which is generally assessed by the courses completed and grades earned in secondary and/or post-secondary school, are the key elements in considering the applicant for acceptance. The applicant's interest in science and technology is evaluated by reviewing educational records and reading the goal statement that each applicant must submit as part of the application process.

Admissions for RN to BSN Undergraduate Program

The admission process for the BSN is streamlined since this program is designed for licensed RNs. Students are automatically granted up to 70 credits upon admission. The BSN degree for RNs is committed to offering advanced, career-focused educational opportunities to licensed nurses.

Application Timeline - The admission process recommends completing and submitting the application at least 30 days prior to the start of a session. This application process allows ample time to be accepted, develop an academic schedule, and to process financial aid applications (if applicable). To complete the process, an applicant should:

- Apply online at http://adultdegrees.harrisburgu.edu/bachelor-of-science-in-nursing-rn-bsn/ or complete a paper application that's available from the Admissions Office
- Submit all official college transcripts(s), if applicable, for all college, university or diploma schools attended (whether or not academic credit was earned)
    - A letter grade of C or higher is required
    - GPA of 2.0 is recommended (if less than, a written appeal can be submitted to the Director)
- Provide the state and number of your current active RN license

Admissions for Other Undergraduate Programs

The Online Bachelor's Degree Program honors the University's commitment to lifelong learning. Undergraduate degree and certificate-seeking adult students should be at least 21 years of age, have a minimum of 2 years of full-time professional work experience and a minimum of 12 earned college credits or the equivalent of work-related experience to degree. Individuals with no previous college credits or younger than 21 years of age should also apply; however, an interview with the Director of the program is required.

Application Timeline - The admission process recommends completing and submitting the application at least 30 days prior to any 7-week session start date. This application process allows ample time to be

accepted, develop an academic schedule, and to process financial aid applications (if applicable). A student may enter during any one of the six sessions with no application fee. To complete the process, an applicant should:

- Meet one-on-one by phone, Skype or face-to-face with the Online Bachelor's Degree Program Admissions Recruiter
- Complete the Online Bachelor's Degree Program application online at http://AdultDegrees.HarrisburgU.edu
- Submit all official college transcripts(s), if applicable, for all college, university or career/trade schools attended (whether or not academic credit was earned)
    - A letter grade of C or higher is required
    - GPA of 2.0 is recommended (if less than, a written appeal can be submitted to the Director)
- Submit any professional work and association/industry related professional development certificates and syllabi for credit evaluation
- Write and submit a personal goal statement that includes the following:
    - My professional goals
    - My current work experiences
    - How I plan to incorporate my HU degree
- Submit a professional resume
- For an adult whose first language is not English, submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) when the applicant's native language is not English

If Financial Aid is being sought, a student must enroll in and complete at least 6 credits each semester.

Readmission

The Readmission Application Form is available at the Office of Records and Registration and must be completed and submitted to that office. A student who was in good academic standing, had satisfied all financial obligations to the University at the time of withdrawal, and had no disciplinary sanctions imposed will be readmitted. The application of a student who left the University on academic probation or dismissal will be reviewed by the Provost, who will make the readmission decision. A student who leaves the University and returns from an absence of one year or more will be subject to the Catalog edition in effect during the year of return.

TUITION CHARGES, REFUND POLICIES AND BUSINESS OFFICE POLICIES

All undergraduate tuition, charges and policies listed in this publication are effective as of July 1, 2017 and are subject to change, without notice, by the University's Board of Trustees.

Admission Application Charge

There is no charge to apply for admission to the University.

Tuition

Online Bachelor's Degree Tuition

Full-Time Online Degree Program Tuition (12 credits)	Semester Hour Rate (1 - 11 credits)
$500/credit	$500

See the Academic Calendar on MyHU for withdrawal deadlines.

Financial Aid Counseling and Financial Clearance Date

The student is encouraged to apply for federal and state grant program funding to determine the student's eligibility. A student seeking federal or state financial aid program assistance is required to contact the Office of Financial Aid at least 30 days prior to the start of a semester to complete the application process, submit all required documents and materials requested, and finalize a financial assistance plan by the end of the Add/Drop Period. A student whose financial assistance plan is not finalized by the end of the Add/Drop Period will not be allowed to attend class.

Tuition Payments

Payments may be made in the Business Office by cash, check, or money order. A preregistered student can view account information online.

Electronic payments must be made online via the Finance page of MyHU. A convenience fee of 2.75% will be added for any credit/debit card transactions involving student tuition payments or other services. Online ACH/electronic check payments will not incur a convenience fee.

Tuition Payment Plans

A monthly, interest-free payment plan is offered to the student to make four (4) monthly installment payments during the semester. There is an enrollment fee of $50 per semester for this service. A student may enroll in a payment plan via the Finance page of MyHU.

Many employers offer employees a tuition reimbursement benefit. Because reimbursement is usually dependent upon the employee's proof of grade completion, an Employee Deferred Payment (EDP) plan permits a student's allowable tuition payment to be deferred until the end of the semester. The service fee for the plan is $50 per semester. The application form is available online at the Finance page of MyHU.

Laptop Computer

A laptop computer with wireless capability is required for attendance in all programs of study and should be obtained prior to the first day of class. Minimum requirements are listed on the University's website at http://www.HarrisburgU.edu/campuslife/technology/laptop.php. The cost is approximately $700 to $1,200.

Textbooks

Textbooks and other supplies (if specified for a course) must be obtained by the student prior to the start of the course; ideally one-to-two weeks prior to allow time to complete any assignment(s). Textbooks may include both hard- and soft-bound books, journals, CDs, or software. The estimated cost for textbooks and other supplies per course is $100-200. Students can find textbook information at http://bookstore.mbsdirect.net/harrisburgu.htm. Some courses have textbooks or learning materials embedded in the course structure and at no additional cost.

Prior Learning Assessment Charge

A student who submits an application for prior learning assessment is charged a per semester hour amount of $225 for the number of credits hours of the course equivalent sought. This charge is imposed at the time of application. No refund will be made if the application is unsuccessful. Refer to the section on Prior Learning Assessment (PLA) for further information.

Other Charges

Tuition Payment Late Charge - A late payment charge of $150 will be assessed if the student fails to make payment arrangements or pay tuition on or before the first day of the semester or term.

Returned Check Charge - A charge of $20 will be assessed if a check processed for payment is returned by the issuing bank.

Campus ID Card Replacement Charge - Upon enrollment, a student receives, at no cost, a photo-imprinted Campus ID Card to be used as an identification badge, as a library card, and for building and elevator access. A student is required to wear the Campus ID Card badge when on campus. If a student desires a photo ID, submission of a 2" x 2" photo is required and a charge of $25 is assessed to replace the card. If a Campus ID Card is lost or stolen, a charge of $25 is assessed to replace the card.

Late Registration Charge – A charge of $50 will be assessed if the student registers for a course after the Add/Drop Period has ended.

Pay to Print Charge – On-campus printing is available to the student. A charge may be assessed depending upon the nature of the print job: paper size, ink color, and quantity.

Enrollment Status Determination and Financial Aid Payments

A student's enrollment status is determined at the end of the Add/Drop Period. The student is charged the applicable tuition rate for the number of credits in which the student is enrolled. Federal student financial aid program assistance for which the student may be eligible is then calculated and paid, in accordance with regulations, based on the student's enrollment status. Direct student loans and PLUS loans for first-time students are scheduled for disbursement on or after the 31st calendar day from the first day of the semester. University merit and need-based grants and scholarships, if any, are credited to the student's account in week 4 or thereafter during the semester. Advance payment of an estimated credit balance resulting from anticipated institutional financial aid awards is prohibited.

Tuition Refund Policy

Tuition is considered fully-earned at the end of the first week of classes. For refund purposes, the semester begins on the first day of class for that semester, regardless of the student's first class day of attendance during week one. The period of time used to calculate the tuition refund is the first day of class of the semester to the University's determination date of official or unofficial withdrawal.

There will be no refund or additional charges for a student who adds and drops an equal number of credits within the same semester prior to the end of the Add/Drop Period.

If a student reduces the number of courses and/or credits during the published Add/Drop Period, a tuition adjustment for that course or semester hour reduction will be made.

There is a 75% tuition refund when a student withdraws during the Add/Drop period, but no tuition refund when a student withdraws after the Add/Drop Period.

Official Withdrawal Procedure

A student is encouraged to contact the Financial Aid and Business Offices in advance of any decision to withdraw from the University to obtain an explanation of the tuition and financial aid adjustments that will occur, if any, as the result of withdrawal from the program of study.

A student who intends to officially withdraw is encouraged to contact the Office of Records and Registration by telephone (717.901.5136), e-mail (Registrar@HarrisburgU.edu), or in person. It is recommended that a Withdrawal Form be completed, or the student will be unofficially withdrawn.

The determination date for withdrawal purposes shall either be the actual date of formal notification by the student or some future date specified by the student as the intended last date of attendance. The determination date is used to calculate the tuition refund, if any, and the student financial assistance program refund, if applicable.

Unofficial Withdrawal

A student who discontinues attendance in all courses during a semester and does not officially withdraw from the University is considered to have unofficially withdrawn. The determination date for unofficial withdrawals shall be the end of the semester, unless other evidence is provided to the Office of Records and Registration. There are serious federal student financial aid program implications for a student who unofficially withdraws, as explained below.

Federal Student Financial Aid Program Refund Calculation

Refunds are calculated upon official withdrawal from all classes and, if the student was deemed eligible for Title IV, HEA student financial assistance program funds, any refund due will be paid within 45 days from the date the student is determined to have withdrawn.

A student who officially withdraws up to the 60 percent point in time of the semester will incur an adjustment to the amount of financial aid program funds awarded and/or disbursed for the term based on the percentage of time attended from the first day of class to the University's determination date of withdrawal. If a student officially withdraws after the 60 percent point in time of the 14-week semester, 100 percent of the student's financial assistance program awards are considered earned and will be applied to the total amount of institutional charges due for the term. The refund order of Title IV, HEA program funds (as applicable to the student) is: Unsubsidized Direct Loans; Subsidized Direct Loans; Direct PLUS Loans; Federal Pell Grants; and, FSEOG.

For a student who unofficially withdraws during a semester, the withdrawal date shall be the end of the semester. The student is then responsible for all tuition charges due resulting from this reduction in awards and/or payments previously credited to the student's account.

Refunds are calculated upon official withdrawal from all classes and, if the student was deemed eligible for Title IV, HEA student financial assistance program funds, any refund due will be paid within 45 days from the date the student is determined to have withdrawn.

A student who officially withdraws before the 60 percent point in time of the session will incur an adjustment to the amount of financial aid program funds awarded and/or disbursed for the term based on the percentage of time attended from the first day of class to the University's determination date of withdrawal. If a student officially withdraws during or after week 4 of the 7-week session, 100 percent of the student's financial assistance program awards are considered earned and will be applied to the total amount of institutional charges due for the term. For a student who unofficially withdraws during a session, the withdrawal date shall be the end of the session. The student is then responsible for all tuition charges due resulting from this reduction in awards and/or payments previously credited to the student's account.

STUDENT FINANCIAL AID PROGRAMS AND POLICIES

The Office of Financial Aid assists qualified applicants who, without assistance, would otherwise be unable to pursue a post-secondary education. The Free Application for Federal Student Aid (FAFSA) and resulting need analysis is used to apply for federal and state consideration for payment of tuition, or other charges.

A student must apply each year to renew financial aid eligibility. The amount of financial aid awarded will reflect changes in tuition, or other costs and updates to the financial profile of the student.

All students are encouraged to apply for federal and state grant program funding to determine the student's eligibility. A student seeking federal or state financial aid program assistance is required to contact the Office of Financial Aid at least 30 days prior to the start of a session to complete the application process, submit all required documents and materials requested, and finalize a financial assistance plan by the end of the Add/Drop Period. A student whose financial assistance plan is not finalized by the end of the Add/Drop Period will not be allowed to attend class.

Financial aid awards are based on the enrollment status of the student during a semester as of the conclusion of the Add/Drop Period, defined as:

Full-time	12 or more credits
Three-quarter time	9 through 11 credits
Half-time	6 through 8 credits
Less than half-time	1 through 5 credits

Required enrollment status for federal, state and university financial aid awards:

Program	Full-time	Half-time	Less than Half-time
Pell Grant	Yes	Yes	Yes
FSEOG	Yes	Yes	Yes
Direct Loan	Yes	Yes	Not eligible
PA State Grant	Yes	Yes	Not eligible

A non-degree or non-credit student is not eligible for financial aid.

Progress toward a Degree

A student is classified based upon the number of credits completed and reported to the Office of Records and Registration. The classification is based on credits completed, not attempted, and does not include courses for which one of the following grades has been assigned: "I", "IP", "NR" or "F".

First Year	fewer than 24 credits earned
Second Year	greater than or equal to 24 credits earned but less than 60
Third Year	greater than or equal to 60 credits earned but less than 90
Fourth Year	greater than or equal to 90 credits earned

Aid Sources

Federal Pell Grant - The Federal Pell Grant is awarded based on a federal formula using the information provided on the Free Application for Federal Student Aid (FAFSA). Awards for a full-time student vary from $600 - $6,195 for the 2019-2020 academic year, depending on financial need.

Federal Supplemental Educational Opportunity Grant (SEOG) - A limited amount of funds from the SEOG program are available to supplement a Pell-eligible student with exceptional need. Awards vary depending on need and fund availability.

Federal Direct Loan - There are two types of Federal Direct Loans: subsidized and unsubsidized. The subsidized loan is interest-free while the student is in school, and is awarded based on financial need. Interest accrues on the unsubsidized loan while the student is enrolled in school. The borrower may opt to pay it as it accrues or allow it to accrue and capitalize. The unsubsidized loan is a non-need based loan program.

The maximum subsidized Direct Loan per academic year is $3,500 for first-year students, $4,500 for second-year students, and $5,500 for third-year students and beyond. A dependent student may borrow an additional $2,000 unsubsidized per year. An independent student may borrow an additional $6,000 unsubsidized loan per year as a first-year and second-year student, and an additional $7,000 per year as a third-year student and beyond.

Pennsylvania Higher Education Assistance Agency (PHEAA) State Grants & Special Programs – PHEAA State Grants are awarded to eligible Pennsylvania residents based on need. Estimated awards will vary from $200 to $2,958* for the 2019-2020 academic year. A student applies for the State Grant by completing the FAFSA. Renewal applicants must apply before PHEAA's May 1 deadline. Information from the FAFSA is automatically submitted to PHEAA. After the initial application is filed, students should respond directly to the PHEAA Grant Division if additional information is required to process the state grant award. *as of March 2019

Other special programs are offered to eligible applicants as determined by PHEAA. An official high school transcript, or equivalent, is required to evaluate an applicant's eligibility for these programs.

Other Programs – The following federal, state or private financial aid sources are available to a student based upon the individual's affiliations or experiences.

Veterans Administration Education Benefits
Job Training Agencies
Pennsylvania Office of Vocational Rehabilitation
Employer Sponsorship

Satisfactory Academic Progress for Financial Aid Recipients

Satisfactory academic progress (SAP) for federal Title IV, Higher Education Act (HEA) student financial aid program assistance is defined as the minimum progress required toward the completion of a degree and must be maintained in order to receive federal and institutional financial aid. The Pennsylvania State Grant Program, administered through PHEAA, has different criteria to determine academic progress.

Federal regulations require the University to establish standards of academic progress in both of the following areas:

- the student's cumulative grade point average, the qualitative measure; and,
- the maximum time limit for completing the program of study, the quantitative measure.

Satisfactory academic progress is evaluated at the end of each semester. Financial aid recipients must maintain the standards in both areas, regardless of whether aid was received in the past. A student who does not meet one or both of the standards is not making satisfactory progress until the standards are met.

A student who is academically eligible to continue enrollment at the University, but does not meet the standards of academic progress, may remain enrolled without financial aid until eligibility to receive financial aid is reestablished. A student should contact the Office of Financial Aid to discuss strategies for meeting the standards and to inquire about options for financial assistance that are not subject to the satisfactory academic progress requirements.

Transfer credit from another institution that are accepted toward a program of study are counted as both attempted credits and earned credits in the program pursuit calculation to determine satisfactory academic progress for Title IV, HEA student assistance program purposes. Grades for transfer credit hours are not included in the calculation of the cumulative grade point average.

Credits for a grade of Incomplete (I) are counted in the total attempted credits in the program pursuit calculation of satisfactory academic progress for Title IV, HEA student assistance program purposes.

Credits for a Withdrawal grade (W) are considered attempted credits in the calculations of satisfactory academic progress for Title IV, HEA student assistance program purposes.

When a course is repeated, the attempted credit hours are used to determine the student's enrollment status for the semester (i.e., full-time, half-time, less-than-half-time), but the repeated hours are not counted a second time as attempted credit hours in the cumulative grade point average calculation. Earned credits and quality points for a grade used in the cumulative grade point average calculation for a course repeat are taken from the most recent grade.

Academic Standing and Financial Aid Eligibility (qualitative) - A student with a cumulative grade point average of 2.00 or higher is in satisfactory academic standing. If a student has a cumulative grade point average below 2.00 at the end of a semester, the student has failed to meet the minimum satisfactory academic progress standard and is subject to the warning, probation or dismissal sanction, as applicable, as stated below.

After the initial semester, if at any time the cumulative grade point average falls below 1.00 the University reserves the right to dismiss the student.

Program Pursuit - Maximum Timeframe for Completing the Program of Study (quantitative) - A full-time student must successfully complete a program of study within one- and one-half times the normal time frame in credits attempted to continue to receive Title IV, HEA student financial aid program assistance. More simply stated, program pursuit requirements for a normal 4-year, 8 semester programs consisting of 120 credits must be completed successfully within 6 years (i.e., 12 semesters, 180 credits) to maintain eligibility for federal financial aid program assistance throughout the program of study.
A student who is enrolled less than full-time will have the policy applied on a pro-rata basis in accordance with enrollment status.

The quantitative measure of satisfactory academic progress is measured using the following calculation:

Total Earned Credits ÷ Total Attempted Credits = a percentage (%)

The calculated percentage each semester is compared to the following chart to determine if the student has achieved satisfactory academic standing:

Semester	Minimum Percentage of Earned Credit Hours Required
1	25%
2	40%
3	40%
4	50%
5	50%
6	60%
7	60%
8	75%
9	75%
10	85%
11	85%
12	100%

This chart shows the need to complete an average of credits each semester to complete a full-time 120 credit degree program of study within one- and one-half times the normal time frame:

Normal Time Frame	Number of Semesters	Avg. # of Credits Per Semester	Maximum Attempted Credits	Maximum Number of Semesters	Avg. # of credits Must Be Completed Per Semester
Degree Programs: 120 credits	8	15	180	12	10

Failure to Meet One of the Required Satisfactory Academic Progress Standards

A student who fails to meet either the qualitative or quantitative measure of satisfactory academic progress at the end of a semester is subject to the following policy:

First Occurrence - Warning

Following the first semester in which the student does not meet the satisfactory academic progress standard, the student will automatically be placed in a financial aid warning status for the next semester. A letter will be issued advising the student of their financial aid warning status. No appeal is needed, but in coordination with the Office of Student Services, an academic plan may be required. The student remains eligible for financial aid program assistance during the warning semester.

Second Consecutive Occurrence – Probation

If, by the end of the warning semester, the student is not able to achieve satisfactory academic progress status, the student will not be able to receive financial aid for the next period of enrollment unless the student successfully appeals. A letter will be issued advising the student of their financial aid status, the effect of this status on the student's financial aid eligibility, and the steps the student must take to submit an appeal. If the appeal is approved, the student will be

placed in a financial aid probation status for the next semester and will be eligible for financial aid during that semester. An academic plan will also be required during this semester.

Appeals – A student who becomes ineligible to participate in the financial aid programs as a result of failure to meet satisfactory academic progress after the warning semester, may file an appeal by submitting a letter outlining the nature of the appeal to the Financial Aid Office. An appeal will be considered only if the student's failure to meet the standards of academic progress is determined to be due to events beyond the student's control. Examples of circumstances for which an appeal may be considered include military obligation; death of a relative; injury or illness of the student; unusual personal hardship or other extenuating circumstance. Written documentation of the circumstances of why the student failed to make satisfactory progress and what has changed that will allow the student to make satisfactory progress by the next evaluation must be submitted with the appeal and should reference the student's name and student ID number. In addition, evidence must be received documenting that the required academic plan was completed, the cumulative grade point average has improved, and the required satisfactory progress grade point average can potentially be achieved to complete a program of study within the maximum timeframe limitation. Appeals submitted without documentation will not be considered. A timely determination will then be made and documented in the student's file.

If the financial aid appeal is denied, a second notice will be sent to the student advising them of the denial. If the appeal is approved, a semester of financial aid probation will be awarded. The student will be notified in writing their appeal was approved. The student must achieve satisfactory academic progress by the end of the financial aid probation semester.

If after the financial aid probation semester a student is still not making satisfactory academic progress, but is meeting the requirements of the academic plan, the student is eligible to continue to receive financial aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the academic plan. A student becomes ineligible to receive federal funds when the student does not meet the requirements of the academic plan.

Academic Standing and Satisfactory Academic Progress Review and Notification

– The University evaluates academic standing and satisfactory academic progress at the end of each semester. All students who receive federal and state financial aid must meet the standards for satisfactory academic progress in order to establish and retain student financial aid program eligibility. The University may establish academic policies that may be different than the policies governing academic warning, probation, and dismissal for institutional grant and scholarship aid and state student assistance program purposes. Written notification of financial aid ineligibility is mailed to a student at the most recently reported permanent address.

Re-establishing Eligibility for Federal Student Assistance Programs

– Following a dismissal action, a student may re-establish eligibility by earning course credit successfully at another institution that will directly transfer into the University's program of study and the required cumulative grade point average and maximum timeframe percentage for minimum satisfactory progress is achieved by the transfer credit and grades accepted.

STUDENT SERVICES

Mission

The Office of Student Services provides educational, personal, and professional support to promote student development and success. The Office of Student Services, in collaboration with other staff and faculty, enhances the mission of the University by providing an inclusive campus community, promoting leadership opportunities, and facilitating civic engagement through volunteer opportunities, clubs, and organizations. The programming and resources are designed to enhance the University's commitment to competency–based learning.

Orientation

All first-time students are required to participate in a short self-paced online orientation session. The orientation provides the student an opportunity to become familiar with the University's technology services, academic support services, course structure and a general overview of the Online Bachelor's Degree Program.

Student Parking

ParkUP Harrisburg (parkHarrisburg.com) operates the parking facilities in Harrisburg. Prices vary by facility. Check the website for specifics.

Health and Personal Counseling Services

Medical services are not provided on campus. A full-service hospital is located three city blocks from the University. Referral contact information for a student requiring health care assistance or personal counseling services can be obtained from the Office of Student Services.

Mental health counseling is provided by the Counseling Center. Call 717-901-5100 x0253 to schedule an appointment or make a referral. Contact Campus Security 717-901-5180 or Dial 9-1-1 in the event of an emergency.

Disability Support Services

Harrisburg University of Science and Technology welcomes diversity among its students and, in accordance to the Americans with Disabilities Act of 1990, seeks to provide reasonable and effective support services.

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of disability and require the University to make reasonable accommodations for those otherwise qualified individuals with a disability who request accommodations. A reasonable academic accommodation is a modification or adjustment that allows an individual to gain equal access and have equal opportunity to participate in the University's courses, services, activities, and use of the facilities. The University is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of any essential elements or functions of a program.

The applicant must provide recent documentation (within 3 years) of any disability that may affect learning to ensure that appropriate accommodations are considered. The documentation must be certified by a licensed professional in that field and include a specific diagnosis indicating the severity, a description of how the disability substantially impacts the student, and any suggested accommodation. A student may apply for an accommodation prior to admission with the requested documentation.

Academic Success

Academic Advising - Academic advising can be a critical component in educational progress. An advisor who is a faculty member in the program of study in which the student is enrolled is assigned to each undergraduate student. The faculty advisor guides the student to explore academic goals and assists in course selection for the academic program. The Office of Student Services supports the faculty role in advising; in addition, it also supports the student to access resources and develop strategies when non-academic factors affect a student's ability to achieve.

Tutoring Program - A student may request the assistance of a tutor to supplement course instruction. Contact the Academic Advisor for assistance. The tutor usually meets individually with the student, or may be available to answer questions via email, Moodle, or other means. A tutor may be requested by contacting the Office of Student Services. Additionally, group tutoring sessions are sometimes available; the student can attend without appointment. A student who is interested in becoming a tutor should contact the Office of Student Services. For more information, contact tutoring@HarrisburgU.edu.

> **On-line Tutoring** - *Smarthinking*™ is an online tutoring service that is free to the student. A student may submit an essay to a professional tutor for review or feedback, in advance of a deadline, and receive a timely response. For more information, contact tutoring@HarrisburgU.edu or contact the HU Academic Advisor.

Technology Literacy Program - Technology literacy tutorials at www.Lynda.com are available to a student if technology skill improvement is needed. This site is accessed directly through Moodle, the University's course management system.

Textbook Services

Textbooks are made available at the time of registration for student purchase through the services of MBS Direct, which has an online store at http://bookstore.mbsdirect.net/harrisburgu.htm for new and used textbook purchase or rentals. A complete textbook listing is available on the course Moodle site. Textbooks and other supplies (if specified for a course) must be obtained by the student approximately two weeks prior to the session.

Additional online textbook purchase and rental options are available through companies such as Amazon.com and Chegg.com. Book retailers carry a small selection of texts but also have the ability to process online textbooks orders.

University Library

The mission of the library is to enhance learning in all academic programs and to support student development in all University competencies, especially information literacy skills to find, evaluate, and use information. Library services include:

- collaboration between the University Librarians and faculty to integrate information literacy skill development and use of library resources into the curriculum;
- access to a wide range of information sources selected to enhance course-based and independent learning, such as:
    - online databases of full-text articles from newspapers, magazines, and scholarly journals;
    - streaming multimedia such as documentaries and feature films;
    - electronic books; and
    - a self-service library located in the Learning Commons offering printed books, games, newspapers, and periodicals;

- research guidance for a student by phone, chat, e-mail, or in person;
- partnership with other regional libraries to provide access to their information sources, free of charge to our students and faculty; and
- group study rooms; these rooms may be reserved in advance through the University Librarian.

For more information including reporting of lost or damaged items, and replacement charges see the Student Handbook.

For more information, visit the library's website at http://library.harrisburgu.edu. Electronic content is available on the website 24 hours a day from on- or off-campus. Off-campus use requires authentication with a valid University network ID and password.

Technology Services

Information Technology Services is responsible for connecting students, faculty, and staff to technology resources in support of the University's mission. Technology services include:

- a robust and reliable infrastructure to enable excellence in learning;
- a required laptop program and an entirely wireless campus to facilitate mobile computing and access to content;
- high-end classroom technologies to enhance interactivity and the capture and distribution of classroom content;
- access to enterprise software applications such as our course management system;
- MyHU; Office365 email and productivity suite; and many other course-related software programs;
- the Harrisburg University Campus Card services, which enables building access, pay-for-print, and book checkout from the library while serving primarily as the official university identification; and,
- training, orientation, and support for all university technology services.

For more information, contact Helpdesk at Helpdesk@HarrisburgU.edu.

ACADEMIC POLICIES

Calendar and Credit System

The University operates on a semester calendar and uses the semester hour credit system. There are three semesters per twelve-month period: Fall Semester, Spring Semester, and Summer Semester. Each semester consists of fourteen weeks. The Online Bachelor's Degree Program schedule operates within each semester with two 7-week sessions (six per twelve-month period) as listed on the Academic Calendar on MyHU/Academics and www.HarrisburgU.edu.

Catalog in Effect

A new student entering during the 2019-2020 academic year is subject to the academic program requirements contained in this Catalog edition unless the student elects to complete a revised set of program requirements published in a future edition of the Catalog.

A student who elects to complete a revised set of program requirements must notify the Office of Records and Registration of this intent by completing a Change of Program Form.

A student who leaves the University and returns from an absence of one year or more will be subject to the Catalog edition in effect during the year of return.

Enrollment Status

Student enrollment status is defined as either full-time or part-time. The minimum full-time undergraduate student enrollment is 12 credits in a semester. Part-time status is any number of credits fewer than 12. The full-time course load is 12 credits. A course load average of 12 earned credits is needed to complete the program within 4 years. A course load greater than 12 credits requires approval. Part-time status is sometimes defined further using one of the following terms:

Three-quarter time	9-11 credits
Half-time	6-8 credits
Less-than-half time	1-5 credits

Registration Process

All students complete registration on-line at MyHU/Academics. There are written and video registration instructions available on MyHU. The start and end dates appear on the Academic Calendar, which is posted on MyHU/Academics and www.HarrisburgU.edu.

A student who intends to enroll in an experiential project or internship is required to submit a learning contract to the Office of Experiential Programs in addition to completing the described preregistration process. The deadlines for doing so appear on the Academic Calendar.

Add/Drop Period and Course Withdrawals

The Add/Drop Period begins on the first day of the semester or session and ends after 6 days of classes have occurred (this includes Saturday). A student may make schedule adjustments during the Add/Drop period on MyHU, or in the Office of Records and Registration. No course may be added after the end of this period. If a student withdraws from any course after the conclusion of this period and up until the last day to withdraw from a course with a "W", a final grade of "W" will appear on the permanent record. After that period, a "WF" will appear on the permanent record. The withdrawal deadlines appear on the Academic Calendar for both semesters and sessions.

Enrollment Status Determination

A student's enrollment status is determined at the end of the Add/Drop Period. The student is charged the applicable tuition rate for the number of credits in which the student is enrolled as of the census date.

Audit Policy

The student may choose to participate in a course on an audit basis. The student who elects this option is expected to attend and participate in class regularly and complete all course requirements. The course that is being audited carries no academic credit but is recorded on the student's academic record and will receive a Pass (P) or No Pass (NP) grade at the conclusion of the course. The student who wants to audit a course must notify the Office of Records and Registration in writing no later than the end of the Add/Drop Period. The semester hour tuition rate applies to audited courses. An audited course cannot be subsequently taken for credit.

Class Attendance

Attendance is a critical part of a student's education. The student is expected to attend all course sessions regularly and participate fully in the activities of each course. This is especially important in an online format. The instructor is responsible to set forth the attendance requirements in the syllabus.

If, in the judgment of the instructor, a student is excessively absent from any online class (synchronous or asynchronous) or fails to complete the requested participatory assignments:

1. the instructor will notify the student of this determination;
2. the student will have one week to connect with the instructor to address the situation;
3. if the student fails to do so, the instructor will notify the Office of Records and Registration to recommend withdrawal of the student from the course; and
4. if after persistent non-attendance or non-response to attempted contacts by the instructor, the Office of Records and Registration will notify the student of this action and may record a grade of WA or WF, respectively.

Advanced Standing

A student may earn advanced standing at the University in a variety of ways: transfer of credit from another institution, the awarding of credit for armed services training, successful prior learning assessment, or by examination.

A student without a degree who has earned advanced standing is classified on the basis of total credits accepted by the University.

A student who has earned a baccalaureate degree and is working toward a second degree is classified as a fourth-year student.

Articulation Agreements or Transfer Credit –The maximum number of credits that may be transferred to the student's record is 87; no more than 70 may have been earned at a two-year institution. Unofficial or student copies of transcripts may be used to initiate the transfer credit evaluation process. However, official final transcripts from the institution of origin are required before the transfer evaluation process can be finalized by the Office of Records and Registration and academic credit is posted to the student's permanent record.

Certain 2-year associate degree programs covered under an existing articulation agreement are accepted into the University's baccalaureate degree programs that satisfy the coursework requirements of the first and second year of study. An unofficial transcript may be used to initiate this transfer credit process.

The official final transcript from the institution of origin reflecting the degree name and the date the degree was conferred is required to finalize the awarding of coursework credit or exemption.

Domestic – In lieu of articulation agreements, academic credit earned at another U.S. higher educational institution for college-level work is awarded when:

- a final grade of "C" (not "C-") or higher is earned;
- a course is a reasonable substitute of a University course;
- the course is a reasonable substitute for competencies associated with one of the general education requirements; and,
- the course is considered college-level work, worthy of elective credit in the student's intended program of study and the student has sufficient unsatisfied elective credit requirements to which this course may be applied.

International – International students must request an evaluation of their international transcripts through the World Education Services (WES) or Educational Credential Evaluators (ECE) to determine authenticity and degree equivalency. If the original evaluation received by the Office of Records and Registration from one of these evaluators deems the student's prior work to be at the college level and the quality of the completed work is assessed to be at the "C" or higher level, credit is awarded for the courses that apply to the student's intended program of study at Harrisburg University, as indicated above for domestic transfer credit. If the prior work was earned under an educational system that did not assign credit values, the Harrisburg University semester hour value is assigned for each course being accepted. If the student completed courses that are evaluated to be at the college level, but Harrisburg University has no comparable course(s), the student is granted elective credit unless all required elective credit hours have been satisfied.

Massive Open Online Courses (MOOC) – a massive open online course is an online course targeting large-scale interactive participation and is delivered via open access on the web. A MOOC that is successfully completed will be reviewed and considered for transfer credit.

Coursework at Other Institutions – A student may study at other institutions and transfer the credit to the student's record at Harrisburg University.

Process for Approval - The student must complete a Course Approval form at the Office of Records and Registration notifying the University of the student's intention to enroll on a visiting basis at another higher educational institution. The request will be reviewed by the Office of Records and Registration, which may consult with an appropriate member of the University's faculty. Prior to enrollment, a written response will be sent to the student stating whether or not the proposed course is acceptable.

Process for Awarding of Credit – The student must arrange for an official transcript from the other college or university to be sent to the Office of Records and Registration. If the approved course was completed with a final grade of "C" or higher, the credits earned from the course will be posted to the student's record as transfer credits and not calculated in the student's GPA.

American Council on Education (ACE)

HU works with ACE recommendations to provide services for adult learners. Within the ACE Center, the College Credits Recommendation Service (CREDIT), connects workplace learning with colleges and

universities. CREDIT does this by helping adults get academic credit, whenever possible, for courses and examinations taken outside traditional channels.

Armed Services Training Programs – Under the following conditions, a student may receive academic credit for training programs completed while serving in the U. S. Armed Services: 1) the student must present a copy of the discharge notice (completed DD-214 form); 2) the veteran's military occupational specialty (MOS) designation must appear on the discharge; and, 3) the student's MOS is described in the American Council on Education's Educational Experiences in The Armed Services volumes 1–3 . Credit is awarded based upon the ACE recommendation and the closeness of the match between the training program and a University course.

Prior Learning Assessment– The University may award undergraduate academic credit for prior knowledge, skills and abilities acquired through non-accredited and work-related learning experience equivalent to:

- the outcomes of a specific course; or,
- the outcomes of college-level work not currently offered at the University.

The experience and evidence provided should have a direct relation to the material taught in a course in the University's curriculum and should extend over a sufficient period to provide substantive knowledge in the relevant area. A baccalaureate degree-seeking student who is in good academic standing, has completed a minimum of 6 credits in a program of study at Harrisburg University, and demonstrates the qualities to receive such credit may petition the Provost through the academic advisor for consideration of prior learning assessment.

The petition must include the following:

- a detailed description of the relevant experience;
- appropriate supporting evidence;
- the equivalent University program, course number, and title; and,
- the number of credits sought.

A student may receive a maximum of 18 credits for prior learning. However, not more than 6 credits of that credit may be substituted for core courses in the program of study.

The prior learning assessment process is a way to demonstrate to a mentor, who is an expert in the field, college-level knowledge in a particular course area. These college-level skills and knowledge may be from applicable work experience, volunteer activities, training programs, hobbies, religious activities, homemaking skills, prior independent reading or special accomplishments. This process is not independent study.

Working with a mentor, the student is guided to develop an online, electronic portfolio to demonstrate prior college-level learning. The student can choose between standard prior learning assessment and individualized prior learning assessment. Standard prior learning assessment is an option when existing course descriptions match the college-level learning that the student wants to demonstrate. Individualized prior learning assessment occurs when the student proposes a course description that does not currently exist in the course catalog for Harrisburg University.

Prior learning assessment cannot be awarded for physical education courses, field experiences, student teaching, cooperative education, practicum courses, internships, projects, seminars, independent study or laboratories.

Approval of prior learning credit must be made in writing from the academic advisor, the appropriate faculty member, and the Provost. A per semester hour charge of $225.00 is incurred by the student for the number of credits sought under prior learning assessment.

For more information about prior learning assessment, contact the Office of Records and Registration.

Credit by Examination – A student is limited to earning no more than 24 credits via standardized tests: 1) successful performance on a College Level Examination Program (CLEP) examination; or 2) successful performance on a challenge examination created by the Harrisburg University faculty.

Advanced Placement (AP) – If a student received AP credits within their initial college/university transcript, it will be evaluated by the HU Office of Records and Registration.

College Level Examination Program (CLEP) - The University awards academic credit to a student who has performed satisfactorily on a College Entrance Examination Board CLEP general or subject examination when the test is a reasonable substitute for a requirement of the student's program of study under the following conditions:

- The optional essay portion of a subject examination has been completed successfully;
- For all subjects (with the exception of Level 2 French, German, and Spanish), representing the performance of the student who has earned a grade of "C" in the corresponding course, a minimum score of 50 per the American Council on Education's (ACE) credit-granting recommendations; and,
- For Level 2 (four-semester) foreign language examinations representing the performance of the student who has earned a grade of "C" in the corresponding course: 60 for German language; 59 for French language; and, 63 for Spanish language per the American Council on Education's (ACE) credit-granting recommendations.

Official score reports must be sent to the Office of Records and Registration before credit can be awarded.

Challenge Examination – The University awards academic credit to a student who has performed satisfactorily on a challenge examination created by a member of Harrisburg University's faculty. A student may do so by obtaining a Challenge Examination Form from the Office of Records and Registration, obtain the signature of the sponsoring instructor from the appropriate discipline, pay a fee equal to one-third the normal tuition charge for the course, and return the form to the Office of Records and Registration which will schedule a time and location for the examination. If successfully completed, student will receive a "P" on transcript.

Graduation Requirements

A student must satisfy all the following requirements to receive a Bachelor of Science degree:

1. At least 120 credits must be successfully completed.

2. Student must successfully complete all of the requirements of the declared program of study for which the degree is to be awarded.

3. A cumulative grade point average of at least 2.00 in all course work completed at the University is required for graduation from a baccalaureate degree program.

4. The program required courses must be completed with a minimum GPA of 2.00.

5. A student must earn a minimum of 33 credits in residence toward a baccalaureate degree from Harrisburg University of Science and Technology: 9 credits must be completed in experiential courses, 18 credits must be completed in required program courses, and 6 other credits. The maximum number of credits that may be transferred to Harrisburg University is 87; no more than 70 may have been earned at a two-year institution.

Verification that the student has met these requirements is made by the Office of Records and Registration. A candidate for graduation must complete all requirements for the degree to be eligible to participate in Commencement.

A candidate must apply for graduation at least two semesters before the anticipated completion date by submitting an Application for Graduation via MyHU.

Grades and Grading

Grades are awarded to each student for academic credit completed. A grade is assigned by the instructor responsible for the course in which the student is enrolled, using the following grading scale to indicate the quality of the student's academic work.

Grade	Description	Numerical Value
A	Superior achievement	4.00
A-		3.67
B+		3.33
B	Above average achievement	3.00
B-		2.67
C+		2.33
C	Average achievement	2.00
C-		1.67
D+		1.33
D	Minimum achievement	1.00
F	Fail	0.00
AU	Audit	Not applicable
CR	Credit	Not applicable

I	Incomplete	Not applicable
IP	In progress	Not applicable
LB	Laboratory	Not applicable
NP	No Pass	Not applicable
NR	Not reported	Not applicable
P	Pass	Not applicable
PLA	Prior Learning Assessment	Not applicable
TR	Transfer credit	Not applicable
TA	Transferred credit earned with superior achievement	Not applicable
TA-		Not applicable
TB+		Not applicable
TB	Transferred credit earned with above average achievement	Not applicable
TB-		Not applicable
TC+		Not applicable
TC	Transferred credit earned with average achievement	Not applicable
W	Withdrawal	Not applicable
WA	Administrative withdrawal	Not applicable
WF	Withdrawal after the period to withdraw with a "W" grade	0.00

Grades of "AU", "CR", "I", "IP", "NP", "NR", "P", "PLA", "TR", "TA", "TA-", "TB+", "TB", "TB-", "TC+", "TC", "W", or "WA" are not included in the calculation of a student's grade point average (GPA). They are used by the University in circumstances when grades of "A" through "F" are not appropriate. A "WF" grade is calculated into a student's GPA.

Audit (AU) – The audit grade is assigned by the instructor when the student has properly registered to audit the course and met all requirements of the University's audit policy.

Credit (CR) – A grade of "CR" is used to indicate on the student's permanent record that credit has been awarded by the University for military training or successful completion of an examination. While courses with a "CR" grade are counted toward the student's degree requirements, there are no quality points associated with this grade so there is no impact upon the calculation of the student's grade point average.

Incomplete (I) – Inability to complete coursework due to documented circumstances beyond the student's control (such as severe illness) may, at the discretion of the instructor, result in a grade of incomplete (I). However, all work must be completed by the end of the Add/Drop Period of the subsequent semester. If all work is not completed by that time, the "I" grade will convert automatically to a grade of "F." It is the responsibility of the student to contact the instructor to make the necessary arrangements for makeup work.

In Progress (IP) – This is a deferred grade assigned by the instructor to be used for research projects, internships, directed study, etc., when it is understood that the course will extend over more than one semester. An "IP" grade should be accompanied by a written plan and a

schedule for completing the course within a specified time period to be no longer than 12 months. If all work is not completed by that time, the "IP" grade will convert automatically to a grade of "F."

Laboratory (LB) – This grade is assigned by the Office of Records and Registration at the conclusion of a semester to a student who is enrolled in a non-credit developmental recitation section of a course. This grade and such a course does not appear on the student's transcript.

Withdrawal (W) – This grade is recorded by the Office of Records and Registration when the student has withdrawn from the course according to the policy set forth by the University for withdrawing from a course.

Administrative Withdrawal (WA) – The "WA" grade can be assigned only by the Provost or other designated official. It is used under extenuating circumstances and when the normal withdrawal process is not available to the student. A request for administrative withdrawal with accompanying documentation will be submitted to the Office of Records and Registration. The "WA" grade can be submitted at any time during the semester.

Withdrawal Fail (WF) – This grade is recorded by the Office of Records and Registration when the student has withdrawn from the course after the period a student can withdraw with a "W" grade.

Transfer (TR) – A grade of "TR" is used to indicate on the student's transcript a block of credit that has been earned at another institution and that will count toward the degree at Harrisburg University.

Transfer with Grade Notation (Txx) – A grade of "Txx" is used to indicate on the student's transcript each course that has been successfully completed at another institution and that has been accepted toward the degree at Harrisburg University.

Not Reported (NR) – The temporary grade of "NR" is recorded by the Office of Records and Registration when the instructor does not report a grade for the student for the course. The Office of Records and Registration will advise the Provost when an "NR" grade has been recorded for the student, and will work with the student and the instructor to determine why a grade was not reported.

Pass (P) - The "P" grade is assigned by instructors for a student who successfully completes a course that is designated as a course that will be graded on a Pass/No Pass basis.

No Pass (NP) – The "NP" grade is assigned by the instructors for a student who does not successfully complete a course that is designated as a course that will be graded on a Pass/No Pass basis.

Prior Learning Assessment (PLA) – The "PLA" grade indicates credit awarded by the University for prior learning. Although a course completed with a PLA grade is applied toward the student's degree requirements, no quality points are associated with this grade so there is no impact upon the calculation of the student's grade point average.

Grade Point Averages

A grade point average (GPA) is a statistical calculation of a student's performance in a semester. The semester grade point average summarizes the student's performance during that academic term and the

cumulative grade point average (CGPA) summarizes the student's performance during all semesters completed at the University.

Calculation of the Semester Grade Point Average

Course	Credits Attempted	Grade	Numerical Value	Quality Points
Course A	3	C	2.00	6.00
Course B	4	B	3.00	12.00
Course C	3	B+	3.33	9.99
Course D	3	A-	3.67	11.01
Total	**13**			**39**

Total Quality Points = 39/13 = **3.0**

1. Compute the quality points earned for each course by multiplying the credits attempted for the course by the numerical value of the grade earned in the course. *Example: A student registered for a course worth 6 credits who earns a final grade of "C" in that course will earn 12 quality points for that course (6 credits x 2.00).*
2. Add quality points earned for each course in which the student is registered in the semester.
3. Add the number of credits attempted for all courses in which a grade of "A" through "F" and "WF" was earned.
4. Divide the total number of quality points earned by the total number of credits attempted. The result is the grade point average for the semester.

The cumulative grade point average (CGPA) is determined in a similar way using the cumulative attempted credits and cumulative quality points earned. GPA and CGPA are truncated to the hundredths.

Final Grading Process

After the conclusion of a semester, each instructor notifies the Office of Records and Registration of a student's academic performance in a course by entering grades via MyHU. The Office of Records and Registration makes these grades available on MyHU according to the dates noted on the Academic Calendar.

Final Grade Appeal

A final grade is assigned by the instructor upon completion of coursework to earn credit during a semester or other term. A student who disagrees with the final grade assigned by the instructor may seek remedy using an evidence-based argument within five (5) days after grades are posted on one of the following grounds:

- Discrimination: defined as unfair treatment or assignment of grade on the basis of race, religion, national origin, sex, age, ancestry, handicapped status, gender identity, sexual orientation, or political affiliation.
- Capricious evaluation: defined as significant or unjustified departure from grading procedures outlined in the course syllabus or by the University or arbitrary assignment of grades. Capricious evaluation cannot be claimed if a student merely disagrees with the subjective evaluation of the instructor.
- Errors: including clerical errors or errors in grade calculations that can be demonstrated in an objective manner.

A student who chooses to appeal a grade must obtain a Final Grade Appeal Form from the Office of Records and Registration. The form must be completed with an explanation forming the basis of the appeal. The student's academic record will be placed in a "hold" status during the grade appeal process. A final grade appeal must be initiated on or before the fifth (5th) business day after grades are posted or other term as specified in the Academic Calendar.

The instructor must indicate and sign the form to either change the final grade, reaffirm the original grade assigned, or continue with the appeal process.

- If the original final grade is improved and satisfies the student's appeal, the instructor shall submit a Grade Change Form to the Office of Records and Registration, the grade will be posted, and the academic record hold status will be released.
- If the original final grade is reaffirmed and both the instructor and student agree with the grade determination, the instructor shall submit a Grade Affirmation Form signed by the student and instructor confirming the original grade to the Office of Records and Registration, the grade will be posted, and the academic record hold status will be released.
- When a student is unable to meet with the instructor because of personal differences or if the instructor denies the initial appeal (above), the student may choose to pursue a final grade appeal by submitting the completed and endorsed form, with any and all tests, grades, essays or project summaries and a complete explanation as evidence in support of the student's position, to the Office of Student Services requesting a review and determination, with a copy to the Office of the Provost. The student may seek the assistance of the Office of Student Services to review a possible appeal and to prepare the appeal. Additional information may be requested from the student and/or the instructor during this time.
- A committee consisting of a representative of the Office of Student Services, Office of Compliance, one faculty member, and a student representative will review the appeal. The student and instructor will be offered the opportunity to participate in the appeal hearing. The committee will send a final determination to the Office of Records and Registration within five (5) days of receipt. The committee's decision is final and is not subject to further appeal. The Office of Records and Registration will then post the grade and release the academic record hold status.

Release of Grades

In accordance with the requirements of the Family Educational Rights and Privacy Act (FERPA), reports of the student's grades are not sent to the student's spouse, employer, parents or guardians. The grades of a student can only be sent to another person with the written consent of the student.

Repeated Courses

A student may repeat a course in which a final grade of C- or below was received. The original grade remains on the student's academic record. After a course has been repeated, the most recent grade is used in the calculation of the student's cumulative grade point average.

Academic Honors

Honors List A student is eligible for the Honors List at the conclusion of a semester when:

1. the semester grade point average is 3.50 or higher; and,
2. a minimum of 9 credits of course work was completed, excluding those courses in which final grades were earned that are not included in the calculation of the grade point average.

Graduation Honors A student who has earned consistently superior grades will be recognized for this achievement at graduation with the designation listed below representing the student's level of achievement. Both the student's diploma and university record will carry the appropriate honors designation as follows:

Summa Cum Laude for a cumulative grade point average between 3.95 and 4.00
Magna Cum Laude for a cumulative grade point average between 3.75 and 3.94
Cum Laude for a cumulative grade point average between 3.50 and 3.74

Academic Standing

A student who fails to meet either the qualitative or quantitative measure of satisfactory academic progress at the end of a semester is subject to warning, probation, or dismissal according to the following policy:

First Occurrence - Warning
Following the first semester in which the student does not meet the satisfactory academic progress standard, the student will automatically be placed on academic warning for the next semester. A letter will be issued advising the student of their academic warning status. No appeal is needed, but in consultation with the Office of Student Services an academic plan may be required.

Second Consecutive Occurrence - Probation
If, by the end of the warning semester, the student is not able to achieve satisfactory academic progress status, a letter will be issued placing the student on academic probation status for the next semester. An academic plan is required during the probation semester. The student should work with the Office of Student Services to create the academic plan.

Third Consecutive Occurrence - Dismissal
If a student after three consecutive semesters has a cumulative grade point average that remains below 2.00 or fails to meet the program pursuit percentage, a letter of dismissal will be issued.

Appeals – A student who is dismissed as a result of failure to meet satisfactory academic progress, may file an academic appeal by submitting a letter outlining the nature of the appeal to the Office of Student Services. An appeal will be considered only if the student's failure to meet the standards of academic progress is determined to be due to events beyond the student's control. Examples of circumstances for which an appeal may be considered include military obligation; death of a relative; injury or illness of the student; unusual personal hardship or other extenuating circumstance. Written documentation of the circumstances of why the student failed to make satisfactory progress and what has changed that will allow the student to make satisfactory progress by the next evaluation must be submitted with the appeal and should reference the student's name and student ID number. In addition, evidence must be received documenting that the required academic plan was completed, the cumulative grade point average has improved, and the required satisfactory progress grade point average can potentially be achieved to complete a program of study within the maximum timeframe limitation. Appeals submitted without documentation will not be considered. A timely determination will then be made and documented in the student's file.

If the academic appeal is denied, a second notice will be sent to the student advising that their appeal was denied. If the academic appeal is approved, a semester of academic probation will be awarded, and the student will be notified in writing that their appeal was approved. The student must achieve satisfactory academic progress by the end of the probation semester.

If after the academic probation semester a student is still not making satisfactory academic progress, but evidence is provided showing the academic plan was successfully executed, the cumulative grade point average has improved, and the required satisfactory academic progress grade point average can potentially be achieved within the maximum time frame limitation required by federal regulations then a second probation semester may be granted

Official Withdrawal Procedure

A student is encouraged to contact the Financial Aid and Business Offices in advance of any decision to withdraw from the University to obtain an explanation of the tuition and financial aid adjustments that will occur, if any, as the result of withdrawal from the program of study.

A student who intends to officially withdraw is encouraged to contact the Office of Records and Registration by telephone (717.901.5136), e-mail (Registrar@HarrisburgU.edu), or in person. A withdrawal Form should be completed. The determination date for withdrawal purposes shall either be the actual date of formal notification by the student or some future date specified by the student as the intended last date of attendance. The determination date is used to calculate the tuition refund, if any, and the student financial assistance program refund, if applicable.

Withholding of Records

Student records may be withheld by the Office of Records and Registration when directed by the appropriate University officials. The release of academic transcripts or a diploma may be held for a period of time. More specifically, an official academic transcript or diploma will not be released if tuition or other charges remain unpaid to the University. The Office of Compliance determines when a student's record should be placed on hold for disciplinary reasons and the Business Office determines when a student's record should be placed on hold for financial reasons.

Standards of Academic Integrity

Harrisburg University expects a student to act honorably and in accordance with the standards of academic integrity. Academic integrity is grounded in mutual trust and respect. Therefore, it is expected that a student will respect the rights of others and will only submit work that is their own, refraining from all forms of lying, cheating and plagiarism. Lack of academic integrity includes:

- **Plagiarism:** Plagiarism is using the ideas of others and/or words without clearly acknowledging the source of that information. It is assumed that all work submitted for a grade will be the product of the student's own understanding, and thus expressed in the student's own words, calculations, computer language, etc. This means all writing assignments, in class or outside of class, are assumed to be composed entirely of words written (not simply found) by the student, except where words written by someone else are specifically marked as such with proper citation.
- **Cheating:** All examinations and other assignments are to be completed by the student alone, without inappropriate assistance of any kind. That means no help is to be given to or received from other persons during tests; no books, notes, cellphones, iPods, calculators, or other materials or devices of any kind are to be consulted, unless the professor instructs otherwise.
- **Fabrication, alteration of documents, lying, etc.:** It is wrong to lie to an instructor in order to get an excused absence, an extension on a due date, a makeup examination, an Incomplete, admission to a class or program, etc. It is wrong to forge an instructor's signature on any document, or anywhere else for academic advantage. It is wrong to falsify transcripts and diplomas. It is wrong to falsify data, for example, in an assigned lab project, or fabricate quotations or sources for a paper.

- **Assisting others in academic misconduct:** Helping someone else cheat is a violation of the academic integrity standards. In other words, providing another student with a paper or homework, or any other form of help, where the student knows, or reasonably should know, that the other student will use it to cheat is considered a violation.

A violation of the Standards of Academic Integrity could result in academic consequences. Please see the Student Handbook for details on the procedures in cases of a violation of Harrisburg University's Standards of Academic Integrity.

Disciplinary Dismissal

The University reserves the right to exclude at any time a student whose behavior or conduct is found to be detrimental to the orderly functioning of the University. When misconduct may constitute a threat to person or property within the University community or under other circumstances, it may result in disciplinary action. The University assumes the responsibility to regulate the private conduct of the student when such conduct could constitute a hazard to or an infringement on the rights of others, a violation of the law, or a disruption of the legitimate academic and administrative processes of the University.

CURRICULUM OVERVIEW

Learning at Harrisburg University

The goal of learning at Harrisburg University is to obtain the relevant knowledge, competence, and experiences to best be prepared for an enriching career. Learning is, therefore, a multi-faceted activity that occurs throughout and across the college experience; it integrates both academic learning (acquiring and applying new knowledge) and student development (learning about oneself). Competency-based learning outcomes with programs that are intentionally designed to be engaging, integrative, and experiential are emphasized. There are four inter-dependent program characteristics that help define the Harrisburg University experience:

- **Highly Available:** The University provides learning experiences to meet the student's needs. This is demonstrated through one or more team-taught general education courses, the use of technology inside and outside of the classroom, and the non-curricular or co-curricular learning opportunities available.
- **Highly Collaborative:** The student develops knowledge and skills through shared experience, as opposed to learning in isolation or in competition with each other. The faculty is responsible for creating learning environments based upon the premise that knowledge can be gained from everyone. The student has the advantage of learning from the minds and experiences of classmates, business mentors, or future employers.
- **Highly Experiential:** The University deliberately ensures that learning is highly linked to both practical and professional experience. This represents a shift from one-way (faculty to student), text-heavy content delivery to a more robust learning model that deliberately values experience, both inside and outside the classroom. Experience is emphasized through Projects I and II for undergraduates and industry-related internships and/or practicum opportunities for the adult student.
- **Highly Applied:** The learning conversation focuses on the practical application of knowledge. The intention is to shift the question from "How do I remember this information?" to "How can I act on this information in order to create knowledge that is both useful and actionable?" In this way, learning becomes an exercise in both preparation for career and readiness for life.

Learning Assessment at Harrisburg University

Harrisburg University's model for the assessment of student learning is structured to support learning goals. The goals of the programs and courses are clearly defined and are relevant to the mission of the University. Course syllabi establish specific learning objectives, articulate the instructor's expectation of the student, and outline the standards against which the student's learning will be measured. Learning assessment of coursework and experiential learning is creative, in that it goes beyond instructor-driven evaluation through examinations and papers in most cases, and is done both inside and outside the classroom by faculty, business and academic professionals. Further, student learning around each of the University competencies is a focus of assessment activities. Student learning assessment is anchored in the use of ePortfolios throughout the student's program of study. The University is committed to improve its program offerings by comparing student assessment outcomes to the program and course goals.

Competencies and ePortfolio

Competency-Driven and Across-the-Curricula: A hallmark of the Harrisburg University experience is competency-driven education. The student will be expected to demonstrate mastery of eight university-wide competencies:

- Critical Thinking
- Communication
- Teamwork and Collaboration
- Entrepreneurship
- Information Literacy
- Ethical Decision Making
- Global Awareness
- Civic Engagement

Regardless of the student's program of study, employers and community leaders desire these competencies; they also serve the broader purpose of preparation for life and citizenship.

ePortfolio Requirement: Harrisburg University defines an ePortfolio as *an organized, media-rich collection of documents that allows the student to demonstrate competence to a multitude of audiences.* The ePortfolio will be central in how the student organizes, develops, and reflects upon learning. It will also be a lever for assisting the way in which faculty develop curricula, view teaching, and deliver content. Ultimately, the ePortfolio will be a coalescing force for making tangible and visible the University-wide competency program while serving as a key tool in evaluating student success.

Credit Hour Policy Program Instructional Equivalencies

Seeing the wide variety of course delivery, Harrisburg University adopted the method of assigning "learning hours" to each course. Each "learning hour" represents one hour per week of student engagement, including both instructional and outside of class activities.

Three "learning hours" are equivalent to one traditional semester credit hour. It is a variation of an older standard often used by universities requiring a 3-credit hour course to provide 42 total contact hours of instruction between students and faculty/instructors and 84 hours of out-of-class work (total of 126 hours).

Harrisburg offers traditional 14-week semesters, sub-terms, and an accelerated format. Regardless of the format or delivery, all programs whether online, blended/hybrid, executive weekend, accelerated, sub terms or traditional classrooms must meet the 126-learning hours for a 3-credit course (3 credits * 3 hours/credit * 14 weeks = 126 hours). Adherence to these regulations enhances the quality and rigor of the academic programs and is achieved by utilizing the "instructional equivalencies" detailed below.

Harrisburg University faculty establishes the learning-based interactions (when, where, how and why) including frequency, duration, evaluation and assessment techniques. These guidelines recognize the need for the faculty to actively manage the learning space, both in and outside the classroom. This policy is extremely important in helping faculty in the design and teaching of courses and in the student learning. It is the responsibility of the faculty to deliver academic quality regardless of delivery format.
Provided below is an outline of acceptable "Instructional Equivalencies":

	Description	Rate of Equivalency
Blogs, Journals, Logs	Students' opportunity to apply learned concepts or for reflection on learning experiences; to be shared with instructor and/or classmates for thoughtful analysis, feedback and assessment.	1 private online posting= ½ learning hour 1 shared online posting (required to read all classmates' postings)= 1 learning hour
Cases studies & problem-solving scenarios	In-depth analysis requiring utilization of higher order analytical skills which relate to course objectives and is shared with instructor and/or classmates for feedback and assessment.	1 case study analysis & posting= 1-3 learning hour
Required Online Chat rooms for group projects	Instructor led opportunities for collaborative, synchronous learning with specific expectations for participation & feedback. (Chats are posted for review.)	1 hour online chat= 1 learning hour
Conference calls	Instructor led opportunities for collaborative, synchronous learning with specific expectations for participation & feedback. (When possible, calls to be recorded for review.)	½ hour call = ½ learning hour
Discussion Board	Instructor-guided or mediated threaded discussion that directly relates to course objectives and which has specified timeframes, expectations for participation, and thoughtful analysis.	1 posting (requires reading all postings)= ½ learning hour 1 posting (requires reading all postings and reply to a minimum of 2)= 1 learning hour
Field trips, tours and experiential learning (to include virtual tours)	Students participate as individuals or in groups in analyzing an activity & preparing a paper or presentation, to be shared in whole or in part with instructor and/or classmates.	(Facilitator or Instructor-Led)- 1 hour tour= 1 learning hour (Student(s) alone without instructor or facilitator)- 1 hour tour plus reflection paper= 1 learning hour
Group projects	An instructor mediated culminating activity with specific learning objectives; students collaborate via e-mail, chat rooms, discussion boards, wikis, and/or face-to-face contact to research, analyze, synthesize, & prepare project with instructor receiving periodic updates & providing guidance to group.	1 hour = 1 learning hour
Guided Project/Thesis	An instructor mediated culminating individual project/thesis with specific learning objectives; student and facilitator collaborate via email, chat, discussion boards, and/or face-to-face to research, analyze & prepare project/thesis with	1 hour = 1 learning hour

	instructor receiving periodic updates and providing guidance and feedback.	
In-Class Instruction, Presentations, & Tests	Instruction, presentations, and tests provided in person in live classroom setting.	60 min. = 1 learning hour
Instructional CDs, PowerPoints, Videos	Instructor-mediated to expand upon and clarify course concepts and objectives.	Reviews & posts response to 1 unit= 1 learning hour
Lecture activity-written or audio	Opportunity for students to develop questions, comments, or observations, to be shared with classmates & instructor through discussion board postings or participation in chat rooms.	Reviews 1 lecture & posts response= 1 learning hour
Library Research (instructor led)	In-depth instructor led opportunity for students to research scholarly articles or professional journals that relate to course objectives; to be shared with class in a designated manner.	Research for 1 five page project= 1 learning hour Research for 1 3-5 page paper= 1-2 learning hours
Online Quizzes	Opportunity for instructor to assess students' subject knowledge and provide feedback on students' progress.	1 hour test = 1 learning hour
Reflection Paper or Article Review	Instructor guided activity for students to apply learned concepts and relate practices to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.	1 private posting= ½ learning hour 1 shared posting (required to read all classmates' postings)- 1 learning hour
Service-Learning Project; Jr and Sr projects, capstone	An instructor led service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students and students shares experience and reflection with fellow classmates via emails, chats, discussion boards, and/or face-to-face.	1 hour = 1 learning hour
Web-conferencing	Instructor led desktop to desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback. (i.e., Moodle, Adobe Connect, Skype, etc.)	60 minutes = 1 learning hour
Web-Quest (Internet Research)	Instructor guided opportunity for students to research information on the Internet that enhances student learning and addresses specific course outcomes; findings shared with the instructor and classmates.	1 in-depth posting= 1 learning hour

*Researching, PowerPoint/video reviews, WebQuest activities, reading articles, etc. are considered "homework" assignments. The Rate of Equivalency denoted pertains to posting, reviewing, sharing, and providing student-to-student and/or instructor-to-student feedback.
Adapted from Misericordia University, Dallas, PA and modified for Harrisburg University.

Structure of the Program

The undergraduate program structure is designed to provide the student with basic foundation knowledge, program specific knowledge, opportunities to apply new knowledge, and the flexibility to explore interesting topics. All undergraduate degree programs have the same five structural elements: 1) Foundation courses, 2) General Education courses, 3) Program Requirement courses, 4) Experiential courses, and 5) Elective courses. The number of credits covered by the structural elements adds up to the total of 120 credits needed for graduation. Each structural element has specific credits and course requirements associated with it. Generally, the breakdown of credits by structural element is 18 credits in Foundation courses, 30 credits in General Education courses, 48 – 50 credits in Program Requirement courses, 12 credits in Experiential courses, and 10-12 credits in Electives.

Foundation

The purpose of the Foundation courses is to provide the student with mathematics and communication knowledge and skills that will be used throughout the selected program of study. More importantly, mastery of foundational knowledge and skill is required for success in science and technology careers.

Every student must complete 9 credits of mathematics courses: MATH 120 College Algebra, MATH 280 Introductory Statistics, and MATH 220 Calculus I or MEBA 375 Statistics for Managers.

Additionally, every student must complete 9 credits of communication including the following topics: composition, speech, and advanced composition and technical writing.

Courses in English, communication and math, with a grade of C or higher, may be transferred from other institutions to the Online Bachelor's Degree Program.

General Education

The purpose of general education is to offer the undergraduate student a dynamic platform for both foundational and skill-based learning to prepare them for a well-rounded life during which they will make informed decisions, contribute to society, and become lifelong learners. General education is a degree requirement for each undergraduate student.

Given the sheer vastness of knowledge and the rate at which new knowledge is developed, the student typically cannot command mastery or deep expertise in the broad areas known as the sciences, social sciences, humanities, or applied knowledge domains such as entrepreneurship or leadership. The purpose of general education is not to produce experts. Instead, the goal is to integrate contributions from multiple fields to give the student more comprehensive explanations and understandings of the world. In essence, general education – and all academic work at the University, begins within a framework of applied and self-directed learning.

The Mind courses are cross-disciplinary, applied courses. The student is required to successfully complete at least 30 credits of general education, 24 of which should be the Mind courses.

Two 2-course sequences totaling 12 credits are part of the first-year program.

- GEND 102-103: The Creative Mind I and II
- GEND 112-113: The Scientific Mind I and II

Two other Mind courses are 6 credits and usually team-taught.

- GEND 201: The Civic Mind
- GEND 351: The Organizational Mind

The remaining 6 credits can be additional Mind courses or General Education (GEND) electives. Credits from other institutions are acceptable with a grade of C or higher and evaluated upon admission.

Experiential Learning

The student will complete 12 credits of experiential learning. The University is committed to preparing students for careers and career advancement in science and technology fields. Part of what makes the degree program unique is an emphasis on experiential learning, which includes an internship, two projects, and a seminar course. By connecting the classroom, workplace, and research experiences within the program, the student can gain a range of marketable skills. These skills are linked to the eight competencies at the heart of the University's curriculum in addition to the learning goals within the student's program of study. The experiential courses are expected to provide the student with an enhanced resume prior to graduation from the University.

Seminar Course - The seminar course provides the student with the support and skill development needed to effectively conduct research for academic results and to progress and achieve the University competencies. The student engages in critical thinking to acclimate their re-entry into college and emphasize civic engagement, career planning, and professional ethics. This seminar is designed to facilitate the student's transition into developing an ePortfolio that includes evidence of experiential and competency-based learning.

Projects –Both project courses challenge the student to identify, investigate and analyze a particular topic or problem in the program of study and concentration. A key objective is to apply skills, methods, and knowledge obtained in previously completed courses with independent thinking and research; the final product represents the successful and purposeful application of knowledge. Projects are undertaken with the close mentorship of a faculty member and may involve a community partner. Projects can involve academic-based research, needs analyses, development plans for external organizations, market studies and business proposals. The student develops a unique plan and contract and establishes individual learning goals in consultation with a member of the Online Bachelor's Degree Program faculty and/or Office of Experiential Learning.

Internship or Occupational Practicum - An internship allows the student to apply classroom experiences to the workplace at an off-site placement, where ideas are tested, and competencies and skills are developed. For one 7-week session the student interacts with professionals in an external organization to explore career options related to the student's program of study. Each student is responsible for finding and completing an internship. The student is provided a list of available opportunities and is guided through the process of obtaining and completing the internship. A student can enhance post-graduation career prospects by integrating this external experience into the academic program.

Or the student can elect to complete a 3-credit Occupational Practicum course in place of an internship. Discussion and approval with the Offices of Experiential Learning and Online Bachelor's Degree Program is required.

Electives

The elective component of the curriculum provides the student opportunities: 1) to explore disciplines not included in the foundation, general education, and program requirements; or 2) for study beyond the minimum requirements in the program discipline.

Outline of Online Bachelor's Degree Programs

The curriculum requires a minimum of 120 earned credits to fulfill the Bachelor of Science degree requirements. The courses are distributed in the following required areas: foundation, general education, experiential, program, and electives. Each requirement is detailed as follows:

Foundation Courses **18 credits**

Mathematics (9 credits) – MATH 120 College Algebra I, MATH 280 Introductory Statistics, and MATH 220 Calculus I or an equivalent such as MEBA 375 Statistics for Managers.

English and Communication (9 credits) – ENGL 105 College Composition, COMM 110 Speech, and ENGL 200 Advanced Composition and Technical Writing

General Education Courses **30 credits**

All the following courses - 24 credits:

GEND 102 The Creative Mind I (3)
- English Literature
- Introductory Psychology
- Sociology

GEND 103 The Creative Mind II (3)
- English Literature
- Introductory Psychology
- Sociology

GEND 112 The Scientific Mind I (3)
- Chemistry
- Physics

GEND 113 The Scientific Mind II (3)
- Earth Sciences
- Life Sciences
- Space Sciences

GEND 201 The Civic Mind (6)
- U.S. or World History
- U.S. or World Politics
- Macroeconomics

GEND 351 The Organizational Mind (6)
- Organizational Theory
- Microeconomics

Six (6) credits chosen from the following:

GEND 400 Entrepreneurial Mind	(3)
GEND 425 Globalization	(3)
GEND 450 The Healthy Mind and Body	(3)
GEND 465 The Ethical Mind: Ethics in a Digital Age	(3)
GEND 467 Ethics in Professional Healthcare Practice	(3)

Experiential Courses **12 credits**

SEMR: Cornerstone	(3)
Project I	(3)
Project II	(3)
Internship or occupational practicum	(3)

Electives	**10-12 credits**
Program Requirements	**48 – 50 credits**
Bachelor of Science Degree	**total of 120 credits**

THE ACADEMIC PROGRAMS

- Bachelor of Science in Cybersecurity Operations and Management
- Bachelor of Science in Information Systems and Information Technology
- Bachelor of Science in Management, Entrepreneurship and Business Administration
- Bachelor of Science in Nursing

Bachelor of Science in Cybersecurity Operations & Management

The Bachelor of Science in Cybersecurity Operations and Management program prepares students to become cybersecurity leaders in defending organizations against increasingly more sophisticated cyber threats. Students learn to secure IT environments and infrastructure, design, secure programs, lead forensic investigations across an organization, and manage cyber risks. The program has been developed with national leaders and incorporates the must current thinking and curriculum in cybersecurity. This innovative program positions cybersecurity graduates to immediately step into cybersecurity roles within the private and public sector. The program is multi-disciplinary, and integrates computer science and engineering, math, legal, and cyber management courses. It is further designed to align with the National Initiative for Cybersecurity Education (NICE) framework which is a partnership between government, private sector and academia and focused on education, training and workforce development; and led by the National Institute of Standards and Technology (NIST). Courses are also aligned with the National Security Agency's (NSA) and the Department of Homeland Security's Center of Academic Excellence (CAE) criteria.

The program allows students to pursue the concentration best suited to their aptitude – this includes an option for a cyber management and leadership or a cyber operations management concentration. It also includes hands-on experiences in which students participate in applied and research-based projects, internship and/or an occupational practicum to gain real-world experience.

Program Goals - Graduates of the Bachelor of Science in Cybersecurity Operations and Management are able to:

- Understand modern digital infrastructures and information technology systems.
- Apply risk analysis techniques, skills, and tools necessary for best practice cybersecurity operations.
- Apply critical reasoning techniques to analyze a problem or threat response, and identify and define the business-oriented cybersecurity computing requirements.
- Design, implement, and evaluate a secure computer-based system, process, component, or program to meet cybersecurity needs.
- Conduct cyber security forensic investigations.
- Develop synergy with information technology teams to accomplish business or organizational goals.
- Communicate effectively with a wide range of information technology users and business leadership.

Core Courses – 34 credits

The following 11 courses comprise the required core courses of the Cybersecurity Operations and Management program. The credit value of each course appears in parentheses ( ).

CYOM 105	Introduction to Cybersecurity	(3)
CYOM 130	Cybersecurity Ethics and Policy	(3)
CISC 120	Fundamentals of Computing	(4)
CYOM 215	Critical Thinking, Reasoning and Analysis in Cybersecurity	(3)
MEBA 220	Principles of Business Management	(3)
CYOM 230	Cyber Defense	(3)
CYOM 322	Fundamental Security Design Principles	(3)
CYOM 340	Cybersecurity Systems Administration	(3)
CISC 225	Information Systems Design and Analysis	(3)
CYOM 410	Cloud Cybersecurity and Governance	(3)
CYOM 430	Principles of Secure Database Design Systems	(3)

Cybersecurity Program Concentrations

Two concentrations are currently offered:

- Cyber Management and Leadership (15 credits)
- Cyber Operations Management (15 credits)

Cyber Management and Leadership Concentration (15 Credits)

The following five courses comprise the required concentration courses of the Cyber Management and Leadership concentration in Cybersecurity Operations and Management program. The semester hour value of each course appears in parentheses ( ).

CYOM 345	Cybersecurity Planning, Management and Policy Development	(3)
CYOM 445	Cyber Risk Analysis and Management	(3)
CYOM 458	Cybersecurity Program & Project Management	(3)
MEBA 312	Leadership and Organizational Behavior	(3)
CYOM 460	Cyber Investigations and Legal Awareness	(3)

Cyber Operations Management Concentration (15 Credits)

The following five courses comprise the required concentration courses of the Cyber Operations Management concentration in Cybersecurity Operations and Management program. The semester hour value of each course appears in parentheses ( ).

CYOM 350	Managing Cybersecurity Operations	(3)
CYOM 448	Emerging Technologies	(3)
CYOM 450	Risk Identification by Penetration Testing	(3)
CYOM 455	Advanced Cloud Cybersecurity and Governance	(3)
CYOM 480	Systems Security Engineering	(3)

The student will typically complete the concentration courses after the majority of the core courses or in the third year.

Bachelor of Science in Information Systems and Information Technology

The Bachelor of Science program in Information Systems and Information Technologies offers an interdisciplinary curriculum focusing on Information Systems, Information Technology, and Computer Sciences. This program merges traditional academic topics with cutting edge ISIT practices and applications. The program prepares students with hands-on practical knowledge of the most important building blocks of today's information systems and the underlying technologies. In addition to the theoretical understanding, practical knowledge of the technologies and their fundamentals including computer hardware, networking components, mobile devices, and cloud/virtual environments are discussed and delivered in this program. With the current trends of big data, mobile computing, virtualization, and cloud services, this program covers the most up-to-date practices in ISIT and prepares the graduates to tackle real-world challenges of the industry.

Program Goals - Graduates of the Bachelor of Science in the Information Systems and Information Technology program are able to:

- Demonstrate general, theoretical, and practical knowledge of information systems and the supporting technologies;
- Identify, understand, and apply current IS processes/concepts and appropriate IT infrastructure/components;
- Setup and configure information systems and the supporting technologies;
- Troubleshoot and manage information systems and the supporting technologies; and,
- Analyze, evaluate, and design modern information systems to solve specific business problems based on user needs, business parameters, and IT infrastructure.

Program Requirements – 49 credits

The following courses comprise the required core courses of the Information Systems and Information Technology program. The credit value of each course appears in parentheses ( ).

Complete all of the following Core courses – 42 semester hours

CISC 103	Introduction to Computers & Information Sciences	(4)
CISC 120	Fundamentals of Computing	(4)
CISC 225	Information System Design and Analysis	(3)
CISC 300	Web Technologies and Applications	(3)
ISIT 140	Introduction to Information Systems	(3)
ISIT 220	Capturing, Organizing, and Presenting Data	(4)
ISIT 240	Networking and Security Essentials	(3)
ISIT 335	Applied Operating Systems	(3)
ISIT 430	Cloud Services	(3)
ISIT 470	Emerging Technologies in ISIT	(3)
MEBA 210	Introduction to Internet and Web Technologies	(3)
MEBA 375	Statistics for Managers	(3)
MEBA 470	Business Systems Analysis, Modeling, and Design	(3)

Complete 7 semester hours from the following courses:

CISC 160	Data Structures	(3)
CISC 211	Computer Organization and Architecture	(4)
CISC 233	Essential Algorithms	(3)
CISC 330	Computer Networks	(4)
CISC 333	Defensive Programming	(3)
CISC 349	Smartphones Programming	(3)
CISC 370	Ethical Hacking	(3)
CISC 440	Wireless Security Management	(3)
ISIT 360	Network Installation and Maintenance	(3)
MATH 310	Discrete Mathematics II	(3)
MEBA 110	Introduction to Business and Entrepreneurship	(3)
MEBA 310	eCommerce and mCommerce	(3)
MEBA 472	Business Intelligence and Decision Support Systems	(3)
MEBA 480	Enterprise Architecture & Integration for the Global Economy	(3)

Bachelor of Science in Management, Entrepreneurship, and Business Administration

This Bachelor of Science program prepares the student for a successful career in the modern job market by teaching them how to recognize opportunities and create value in both new and existing organizations. This program draws on three disciplines providing skills in Entrepreneurship, Managerial Decision Making, and Business Administration, and prepares the student to take leadership, management, and entrepreneurial roles in the public and private sectors. The student is taught skills such as strategic thinking, motivating and managing nationally and internationally diverse workforces, building and leading team efforts, negotiating successfully, and instituting planned change in organizations. MEBA is a high-quality business program advancing research at the intersection of innovation, leadership and entrepreneurship.

Program Goals - Graduates of the Bachelor of Science in Management, Entrepreneurship, and Business Administration program are able to:

- Recognize business opportunities and identify competitive advantages;
- Plan business operations, new organizational processes, and entrepreneurial ventures;
- Effectively lead and participate in teamwork to build exceptional organizations; and,
- Describe and resolve ethical, legal, and social factors when solving modern business problems.

Core Courses – 30 credits

The following ten courses comprise the required core courses of Management, Entrepreneurship, and Business Administration program. The credit value of each course appears in parentheses ( ).

Complete all of the following Core courses - 30 credits

MEBA 110	Introduction Business and Entrepreneurship	(3)
MEBA 225	Accounting	(3)
MEBA 230	Marketing	(3)
MEBA 250	Corporate Innovation and Entrepreneurship	(3)
MEBA 322	Decision Theory	(3)
MEBA 335	Business Law and Ethics	(3)
MEBA 340	Introduction to Innovation and Design Thinking	(3)
MEBA 350	Finance	(3)
MEBA 425	Product Management	(3)
MEBA 432	Management and Innovation Strategy	(3)

MEBA Program Concentrations

Three concentrations are currently offered:

- Business Analytics (19 credits)
- Digital Marketing (18 credits)
- Individualized (19 credits)

Business Analytics Concentration (19 Credits)

The following six courses comprise the required concentration courses of the Business Analytics concentration in Management, Entrepreneurship, and Business Administration program. The semester hour value of each course appears in parentheses ( ).

ANLY 400	Analytics Tools and Techniques	(4)
MEBA 375	Statistics for Managers	(3)
MEBA 382	Research Design and Methodology	(3)
MEBA 472	Business Intelligence & Decision Support Systems	(3)
MEBA 482	Quantitative Methods in Managerial Decision Making	(3)
MEBA Elective 300-400 Level		(3)

Digital Marketing Concentration (18 Credits)

The following courses comprise the required concentration courses of the Digital Marketing concentration in the Management, Entrepreneurship, and Business Administration program. The semester hour value of each course appears in parentheses ( ).

IMED 170	Visual Design Fundamentals	(3)
MEBA 352	Consumer Behavior	(3)
MEBA 354	Integrated Marketing Communications	(3)
MEBA 375	Statistics for Managers	(3)
MEBA 488	Marketing Research	(3)
MEBA Elective 300-400 Level		(3)

Individualized Concentration (19 Credits)

The following courses comprise the required concentration courses of the Individualized concentration in Management, Entrepreneurship, and Business Administration program. The semester hour value of each course appears in parentheses ( ).

MEBA Electives (MEBA courses not already in Core requirements) (12)

AND

Choose 7 credits of electives from the following course options:

GEND 400	The Entrepreneurial Mind	(3)
GEND 425	Globalization	(3)
Any CISC, IMED, or ISIT course		Varied

The student will typically complete the concentration courses after the majority of the core courses or in the third year.

Bachelor of Science in Nursing

The RN-BSN program structure is designed to build upon the student's prior education and experience in preparation for professional RN licensure. With this foundational knowledge, the RN-BSN program provides additional practicum knowledge, opportunities to apply new knowledge, and the flexibility to explore practice and individualized topics.

The program builds on the education and training of registered nurses who hold an associate degree or hospital diploma credential in nursing. Designed for working nurses, this online program provides unique academic learning and experiences as part of a science and technology university.

RN students will have unique opportunities to combine academic coursework with their professional practice in completing requirements for the BSN. Additionally, RN students will engage in health care advocacy efforts supporting stakeholders in their individual communities. Working collaboratively with RN nurse educators, students have a unique opportunity to pursue scholarship and practical experiences in self-identified arenas of interest.

The program is multi-disciplinary, and integrates experts in epidemiology, science, ethics, and informatics. Completing the required health informatics course will provide the RN student with earned graduate level credits. Other course work in evidence-based practice, science, and statistics prepares the RN student for success in any graduate program.

The program allows students to begin their BSN with a cohort of colleagues and allows for flexibility when needed. In addition to exceptional preparation for graduate school the RN-BSN graduate has gained purposeful education that will enhance their career mobility and provide knowledge to further impact patients and the healthcare system.

> *A significant body of research shows that nurses with baccalaureate-level preparation are linked to better patient outcomes, including lower mortality and failure-to-rescue rates. With the Institute of Medicine (2010) calling for 80% of the nursing workforce to hold at least a bachelor's degree by 2020, moving to prepare nurses at this level has become a national priority.*
>
> *Based on completed responses from 576 schools of nursing, 54.0% of hospitals and other healthcare settings are requiring new hires to have a bachelor's degree in nursing (up 6.6 percentage points since 2015), while 97.9% of employers are expressing a strong preference for BSN program graduates.* (Source: http://www.aacnnursing.org/News-Information/Fact-Sheets/*Nursing-Shortage*).

Program Goals - Graduates of the Bachelor of Science in Nursing (RN-BSN) will:

- Demonstrate evidence-based nursing care from a practice, policy, and systems perspective;
- Act within contemporary ethical professional standards;
- Demonstrate cultural competency; and,
- Participate in teams in a variety of healthcare settings.

Core Courses – 30 credits

Students are required to complete 120 credits for the Bachelor of Science Degree.

The following 10 courses comprise the required core courses of the RN-BSN degree program. The credit value of each course appears in parentheses ( ).

INSC 320	The Study of Disease	(3)
BIOL 320	Genetics	(3)
INSC 410	Epidemiology	(3)
MEBA 375	Statistics for Managers	(3)
MEBA 312	Leadership and Organizational Behavior	(3)
GEND 450	The Healthy Mind and Body	(3)
GEND 467	Ethics in Professional Healthcare Practice	(3)
HCIN 500	Healthcare Informatics	(3)
NURS 320	Nursing Practice and Senior Adults	(3)
NURS 325	Integrative Patient Assessment	(3)

Experiential Courses - 17 Credits

SEMR 315	Accelerated Learning Cornerstone	(3)
NURS 430	Nursing Practice and Population Health	(4)
NURS 435	Nursing Leadership and Health Policy	(4)
NURS 398	Project I Evidence Based Practice	(3)
NURS 498	Project II Applied Nursing Research	(3)

General Elective – 3 credits

Elective Course	(3)

Course Sequencing

Shown below are the course sequences for a full-time online degree RN-BSN student. Part-time students will work through courses at a different pace and sequence. This is offered as an example while the student's actual and individual sequence will be based on the number of actual transfer credits and the type of courses the student has completed.

Bachelor of Science in Nursing

YEAR 3					
Fall		**Spring**		**Summer**	
Session 1		*Session 1*		*Session 1*	
MEBA 375 Statistics for Mangers	3	GEND 450 Healthy Mind & Body	3	HCIN 500 Healthcare Informatics	3
SEMR 315 Accelerated Learning Cornerstone	3	GEND 467 Ethics in Professional Healthcare Practice	3	BIOL 320 Genetics	3
Session 2		*Session 2*		*Session 2*	
NURS 320 Nursing Practice & Senior Adults	3	MEBA 312 Leadership & Organizational Behavior	3	INSC 320 Study of Disease	3
NURS 398 Project I Evidence-Based Practice	3	Elective	3	NURS 325 Integrative Patient Assessment	3
Total semester hours	**12**	**Total semester hours**	**12**	**Total semester hours**	12

YEAR 4					
Fall		**Spring**		**Summer**	
Session 1		*Session 1*		*Session 1*	
INSC 410 Epidemiology	3				
NURS 430 Nursing Practice & Population Health	4				
Session 2		*Session 2*		*Session 2*	
NURS 435 Nursing Leadership & Health Policy	4				
NURS 498 Project II Applied Nursing Research	3				
Total semester hours	**14**				

COURSE DESCRIPTIONS

ANALYTICS (ANLY)

ANLY 400 Analytics Tools and Techniques (4 credits)
Prerequisites: MATH 280
Description: The use of analytics is a common practice in modern business settings. This course introduces the basic concept and practice of analytics and its role in business. The emphasis is on the tools and techniques of analytics with case studies and examples. Topics include: data querying and reporting; data access and management; data cleansing; statistical programming; data mining introduction; relational databases; and, statistical analysis of databases. The student is also introduced to Business Intelligence (BI) and statistical methodology (i.e. clustering, decision tree, etc.) along with using popular analytics packages such as SAS, Google Analytics, Business Objects, Aginity, and others.

BIOLOGY (BIOL)

BIOL 320 Genetics (3 credits)
Prerequisites: BIOL 281-282 and CHEM 151-152, or permission of instructor
Description: This course is an introduction to human and population genetics including Mendelian and non-Mendelian genetics (DNA replication, transcription, and translation; genetic recombination and mutation), genetic basis of gender (sex-linked and non-sex-linked genetic diseases), and emerging areas of genetics research. The student connects facts together to get a whole picture, to apply knowledge, then to solve a problem. Basic genetics introduces the student to the traditional elements of genetic biology and contemporary genetic topics.

COMMUNICATION (COMM)

COMM 110 Speech (3 credits)
Prerequisites: ENGL 105 or ENGL 106
Description: This course builds on the skills acquired in ENGL 105 or ENGL 106. The student continues to study the process of effective communication, based on an understanding of purpose and audience using speaking techniques such as enunciation and modulation. The student builds an understanding of the basic skills needed to communicate across disciplines.

COMPUTER AND INFORMATION SCIENCES (CISC)

CISC 103 Introduction to Computers & Information Sciences (4 credits)
Prerequisites: None
Description: This course serves as an introduction to computing and information systems. It uses both lecture and laboratory practice to introduce the student to the use of computers to solve problems. The student is presented the techniques, concepts, analysis, and reports on experiences and technologies and trends. This includes the concepts of hardware, software, networking, computer security, programming, database, e-commerce, decision support systems, and other emerging technologies. The student is introduced to techniques that search, evaluate, validate, and cite information found online. Widely-used applications including word processing, spreadsheets, databases, presentation, and web development software are also studied.

CISC 120 Fundamentals of Computing (4 credits)
Prerequisites: MATH 120 (or taken concurrently) or MATH 280
Description: This course introduces the concepts and techniques of computer programming. Emphasis is placed on developing the student's ability to apply problem-solving strategies to design algorithms and to implement these algorithms in a modern, structured programming language. Topics include fundamental programming constructs, problem solving techniques, simple data structures, Object-Oriented Programming (OOP), program structure, data types and declarations, control statements, algorithm strategies and algorithm development.

CISC 160 Data Structures (3 credits)
Prerequisites: CISC 120
Description: This lecture and laboratory course further develops the concepts and techniques of computer programming. Emphasis is placed on structured programming, top-down design, more advanced data structures, and the proper use of the programming language and development tools. Topics include abstract data types (ADTs), sets, records, recursion, problem solving and algorithms, fundamental computing algorithms, searching, introductory sorting, hash tables, basic algorithm analysis, Object-Oriented Programming (OOP), files, linked lists, queues, stacks, and binary trees.

CISC 211 Computer Organization and Architecture (4 credits)
Prerequisites: CISC 120
Description: The goal of the course is to teach the design and operation of a digital computer. It serves the student in two ways: First, for those who want to continue studying computer architecture, embedded systems, and other low-level aspects of computer systems, it lays the foundation of detailed implementation experience needed to make the quantitative tradeoffs in more advanced courses meaningful; and, second, for a student interested in other areas of computer science, it solidifies an intuition about why hardware is as it is and how software interacts with hardware. The subject matter covered in the course includes technology trends and their implications, performance measurement, instruction sets, computer arithmetic, design and control of a datapath, pipelining, memory hierarchies, input and output, and brief introduction to multiprocessors.

CISC 225 Information System Design and Analysis (3 credits)
Prerequisites: CISC 120
Description: This course is a foundation for database design and database security courses. Systems Analysis and Design is a fundamental, active field in which analysts continually learn new techniques and approaches to develop systems more effectively and efficiently. There is a core set of skills that all analysts need to know no matter what approach or methodology is used. All information systems projects move through the four phases of planning, analysis, design, and implementation; all projects require analysts to gather requirements, model the business needs, and create blueprints for how the systems should be built; and all projects require an understanding of organizational behavior concepts like change management and team building. This course captures the dynamic aspects of the field by keeping the student focused on doing Systems Analysis and Design while presenting the core set of skills that the analyst needs to know.

CISC 233 Essential Algorithms (3 credits)
Corequisites: CISC 160
Description: This course covers the basic techniques used to analyze problems and algorithms, including asymptotic, upper/lower bounds, and best/average/worst case analysis. Amortized analysis, complexity, and basic techniques are used to design algorithms (including divide & conquer / greedy / dynamic programming / heuristics, choosing appropriate data structures) and important classical algorithms (including sorting, string, matrix, and graph algorithms). The goal is for the student to be able to apply all of the above to design solutions for real-world problems.

CISC 300 Web Technologies (3 credits)
Prerequisites: CISC 120 or MEBA 210
Description: The student studies, explores and designs a website using static as well as dynamic content. The student experiments with the latest developments in web technologies and web services. Coursework is accomplished both individually and in teams to build, launch, and market a website for a community member or as a university project. This course includes an interactive programming component utilizing an Object-Oriented Programming Language.

CISC 330 Computer Networks (4 credits)
Prerequisites: CISC 211
Description: The essential topics in computer (digital) and network security are covered. Areas covered include: viruses, computer crime, web server security, denial of service attacks, authentication protocols, firewalls, Trojan horses, intrusion detection, data encryption methods, public key cryptography (RSA, DES), email viruses, attachments, spy ware, digital homeland security in wireless technologies and mobile computing. The student is expected to develop a significant programming project in this area.

CISC 333 Defensive Programming (3 credits)
Prerequisites: CISC 233 and MATH 210
Description: This course covers the analysis of cryptographic algorithms, cryptanalysis, symmetric key cryptography, public key cryptography, Diffie-Hellman, DES, AES, RSA, Blowfish, Twofish, hash and MAC functions, digital signatures, pseudo-random generators, cryptographic protocols, SSL/TLS and SET. These algorithms represent the actual ciphers used in most standard secure applications. The student is challenged to implement these algorithms using an Object-Oriented Programming Language such as C# or Java.

CISC 349 Smart Phones Programming (3 credits)
Prerequisites: CISC 233 and MATH 210
Description: As technologies evolve, new interaction styles are made possible. The goal of this course is to teach the student how to design, implement, test, debug and publish smartphone applications. The student is taught how to take their innovative ideas from conception to the smartphones market through a series of rigorous hands-on programming assignments and group projects. There is a significant amount of programming in this course requiring a commitment on the part of the student.

CISC 370 Ethical Hacking (3 credits)
Prerequisites: CISC 333 and MATH 310
Description: Teaching the student how to hack is a legitimate means of identifying a company's network weaknesses and can be an effective component of computer security. This course introduces the student to the role of an ethical hacker and the essential hacking technologies required. The different phases involved in hacking are exploited. The student is introduced to the techniques of penetration testing, intrusion testing, and "red-teaming." The student also reviews of the legal considerations for working as an ethical hacker.

CISC 440 Wireless Security Management (3 credits)
Prerequisites: CISC 370 and 60 credit hours completed
Description: This course exposes the student to authentication, access control, and auditing (the 3As), which are the fundamental mechanisms required in enterprise security management for countering the various types of threats on wireless based systems. The student is presented with an approach to managing enterprise security policies using wireless devices in order to effectively monitor and defend trusted domains. Specifically, the student will describe security architecture for designing and implementing a wireless-enabled solution for enterprise security management.

CYBERSECURITY OPERATIONS AND MANAGEMENT (CYOM)

CYOM 105 Introduction to Cybersecurity (3 credits)
Prerequisites: None
Description: This course provides students with basic concepts of cybersecurity fundamentals. Students receive a basic awareness of threats to information systems, vulnerabilities inherent to modern architectures and the options available to mitigate threats within a system.

CYOM 130 Cybersecurity Ethics and Policy (3 credits)
Prerequisites: CYOM 105
Description: This course provides students with an understanding of information security policy and how to apply industry and government best practice rules and guidelines. Students begin to create, implement, and institutionalize organization policies that ensure legal, ethical, privacy and compliance standards which are supported. The course compares and contrasts the role of government versus commercial security, to include funding, culture, stakeholders, and classified information protections.

CYOM 215 Critical Thinking, Reasoning and Analysis in Cybersecurity (3 credits)
Prerequisites: CYOM 130
Relating to people, process and technology this course provides students the methods to think through and solve complex global cybersecurity problems. Students are introduced to specific methodologies regarding systems engineering and processes, such as Shewhart cycle, OODA loop, and RPR diagnosis as they apply to networks and cybersecurity.

CYOM 230 Cyber Defense (3 credits)
Prerequisites: CYOM 130
Description: This course provides students with a basic awareness of the options available to understand and mitigate threats within a system. It demonstrates the methodologies used by threat actors to exploit systems and how cyber security professionals can architect more secure systems that support business imperatives, while mitigating cyber risks. An overview of applications, networks, mobile devices, wireless security, and tool categories such as firewall, SIEM, and vulnerability management tools are discussed.

CYOM 322 Fundamental Security Design Principles (3 credits)
Prerequisites: CYOM 130
Description: This course provides students with a basic awareness for building defense in depth architectures and security controls into an organization's technology processes, workforce considerations and network architectures. As part of this course, students gain a preliminary understanding of cryptography and concepts such as authentication.

CYOM 340 Cybersecurity Systems Administration (3 credits)
Prerequisites: CYOM 130
Description: This course provides students with foundational knowledge in secure networking concepts, technology, and administration. Network security is an essential requirement in building a secure resilient infrastructure. Students explore technical and administrative components of secure networks, how to apply secure design principles to configure network resources (routers, switches, firewalls, IPSes) and how to securely administer the network. Threats to network security are examined and security controls are designed to appropriately mitigate risks. Network and system administration policies and procedures are examined.

CYOM 345 Cybersecurity Planning, Management and Policy Development (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides students with the ability to develop policies, plans and processes necessary to implement and measure an effective, risk-based cyber security program. Students synthesize

current delivery practices and methodologies for measurable results within the cybersecurity program. Students in the management and leadership concentration complete this course.

CYOM 350 Managing Cybersecurity Operations (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides students with the knowledge and skills to manage a cyber security operations center (SOC). Processes, techniques and skills to architect and monitor technology systems, identify risks and potential attacks against these systems are discussed. Students examine current cyber security tools and approaches for designing, implementing and maintaining a security architecture. Complex interdependencies are also explored, such as cloud computing, mobile devices and practices to address these scenarios are demonstrated.

CYOM 365 Internship (3 credits)
Prerequisites: SEMR 315 or permission, an approved learning contract, and permission of Office of Experiential Programs and the Online Bachelor's Degree Program designation.
Description: An internship allows the student to put theory into practice. The student applies course experiences to the workplace at an off-site placement, where ideas are tested, and competencies and skills are developed. Throughout the internship, the student works regularly with a faculty supervisor, the Office of Experiential Programs and the Online Bachelor's Degree Programs, and a site supervisor who guide the learning process. The student integrates the collective observations, analyses, and reflections of this experiential team into an internship portfolio that showcases the accomplishments of the experience. The unique portfolio is constructed throughout the internship and represents the evolutionary and dynamic nature of the learning process.

CYOM 398 Project I (3 credits)
Prerequisites: SEMR 315 or permission, an approved learning contract, permission of the Office of Experiential Programs and the Online Bachelor's Degree Program, designation of an appropriate academic advisor, and a minimum of 60 earned credits.
Description: This first project in the online degree student's experiential program challenges the student to identify, investigate and analyze a particular topic in the program of study or a concentration. A key objective is to apply skills, methods, and knowledge obtained in prior courses with independent thinking and research; the final product represents the successful and purposeful application of knowledge. The project is undertaken with the close mentorship of a faculty member and may involve a community partner. Projects can involve academic and/or scientific-based research, laboratory experiences, needs analysis or development plans for external organizations, or market studies and business plan proposals.

CYOM 410 Cloud Cybersecurity and Governance (3 credits)
Prerequisites: CYOM 130
Description: This course provides the student with the design fundamentals of the compliance and management governing of the deployment of cloud services. The technologies and services that enable cloud computing, different types of cloud computing models and the security and legal issues associated with cloud computing are covered.

CYOM 430 Principles of Secure Database Design Systems (3 credits)
Prerequisites: CYOM 130
Description: This course provides an overview of database security concepts and techniques and discusses new directions of database security. Topics covered include database application security models, database and data auditing, XML access control, trust management and privacy protection, encryption methods, virtual private databases, risk assessment and mitigation, vulnerability scanning and user access control. The focus is on the key components of information assurance as it relates to database systems – confidentiality, integrity, and availability, and how these components can be managed and measured. The student conducts security assessments and audits of an existing database.

CYOM 445 Cyber Risk Analysis and Management (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides the student with an understanding of risk assessment models, methodologies, and processes. The student is shown how to perform a mission-focused data risk assessment. The results are presented as strategic and tactical recommendations to senior leaders on how to best mitigate risks to the organization's data.

CYOM 448 Emerging Technologies (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides students with an awareness of the new and existing cyber threat technologies to understand and mitigate risks to a system. Demonstrates the methodologies used by threat actors to exploit systems and how cyber security professionals can architect more secure systems that support business imperatives, while mitigating cyber risks. An overview of applications, networks, mobile devices, wireless security, and tool categories such as firewall, SIEM, and vulnerability management tools are discussed.

CYOM 450 Risk Identification by Penetration Testing (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides students with an understanding of risk assessment models, methodologies, and processes. The student is taught how to perform a mission-focused data risk assessment. The results are presented as strategic and tactical recommendations to senior leaders on how to best mitigate risks to the organization's data.

CYOM 455 Advanced Cloud Cybersecurity and Governance (3 credits)
Prerequisites: Completion of Core Courses
Description: This course builds on the Cloud Cybersecurity and Governance course to apply advanced cloud cybersecurity governance, design concepts, and models. Students develop a cloud solution for a mock business. The objective is to implement a cloud solution, with a cloud service provider, to reduce operating costs, and support business growth objectives. The students apply architectural design tradeoffs, cloud security standards, write cloud contracts, and apply information assurance best practices for their cloud solution. Students present their cloud solution to the class and then conducts an asynchronous Q & A session with the other students.

CYOM 458 Cybersecurity Program and Project Management (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides students with the skills to develop an organization-wide cyber security program. The student is taught best practice methodologies for managing programs and projects and how to best communicate program objectives, measures and investment needs to senior leadership. The student in the Management and Leadership concentration must complete this course.

CYOM 460 Cyber Investigations and Legal Awareness (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides students with the concepts of cybersecurity legal framework and investigations. The student receives an awareness of the legal duties of an organization and individuals as well as the types of investigations needed to support these duties, nationally and internationally.

CYOM 480 System Security Engineering (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides students with an understanding of the skills necessary to participate in the development of large scale IT systems. The student demonstrates the techniques, methods, and issues involved across the entire IT systems' life-cycle, from requirements identification and analysis,

through various levels of design, implementation, testing and operation/maintenance. A course project allows students to use course concepts to further understand how System Security Engineering is used in organizations.

CYOM 498 Project II (3 credits)
Prerequisites: CYOM 398, an approved learning contract, permission of the Office of Experiential Programs and the Online Bachelor's Degree Program
Description: This project must be in the student's program of study or concentration(s). It should demonstrate application of the skills, methods, and knowledge of the cybersecurity discipline to solve a problem or answer a question representative of the type to be encountered in the student's profession. As with Project I, this is undertaken with the close mentorship of a faculty member and may involve a community partner. The ideal project has a clear purpose that builds directly upon the learning that occurs within the student's first project.

CYOM 499 Occupational Practicum (3 credits)
Prerequisites: CYOM 398, CYOM 498, an approved learning contract, permission of the Office of Experiential Programs and the Online Bachelor's Degree Program.
Description: The two projects in the experiential program challenges students to identify, investigate and analyze a particular topic in the program of study or a concentration and apply it. This Occupational Practicum offers the online degree student an expanded opportunity to delve deeper into their existing project(s) and/or work with a professional practitioner (community partner) to apply previous research, knowledge, and skills to develop a new system, security practices, proposal, cybersecurity service, risk assessment, unit/department launching, or other cybersecurity entity related to the adult student's career path. The student is expected to transfer theory into extended application and practice. The Occupational Practicum assists the student in the completion of their ePortfolio. It is an alternative to MEBA 365 Internship; the student needs to complete one or the other.

ENGLISH (ENGL)

ENGL 105 College Composition (3 credits)
Prerequisites: Placement by assessment
Description: This first-year composition course is an introduction to college-level writing strategies. By reading various writing styles and genres, the student will contemplate how purpose and audience guide the writing process. Writing assignments are to be completed according to a deadline with a goal of improving style, grammar, and diction.

ENGL 200 Advanced Composition and Technical Writing (3 credits)
Prerequisites: Min of 30 earned credits including GEND 102, ENGL 105 or 106 and COMM 110
Description: This course introduces the student to technical communication and prepares the student for designing and producing technical documents. Practice strategies are used for effective professional and technical writing to produce documents in various formats with attention to clarity and design.

GENERAL EDUCATION (GEND)

GEND 102 The Creative Mind I (3 credits)
Psychology, English Literature and Sociology
Prerequisites: None
Description: This course addresses learning and creativity by drawing from three fields of study: psychology, English literature and sociology. More specifically, learning and creativity are exposed by

focusing on the theme of creating self-identity through self-analysis and creating self-identity through interactions with other individuals or small groups.

GEND 103 The Creative Mind II (3 credits)
Psychology, English Literature and Sociology
Prerequisites: None
Description: This course addresses learning and creativity by drawing from the three fields of study: psychology, English literature and sociology. More specifically, learning and creativity are explored by focusing on the theme of serving a community through involvement with its social policies.

GEND 112 The Scientific Mind I (3 credits)
Physical Science and Chemistry
Prerequisites: None
Description: The first course of this two-course Scientific Mind sequence presents a broad overview of modern science by integrating basic scientific principles and methodology to various disciplines of the natural and applied sciences. The overall emphasis of the scientific mind series is to begin the development of critical thinking, problem solving, experimental, mathematical, and information research skills that lie at the heart of scientific inquiry. The course emphasizes how the interplay between theory and experiment has led to our current understanding of physical science and chemistry and how this knowledge has found application towards the advancement of technology.

GEND 113 The Scientific Mind II (3 credits)
Earth, Space, and Life Sciences
Prerequisites: None
Description: The second course of this two-course Scientific Mind sequence presents topics from the natural sciences with the underlying framework of basic scientific principles and methodologies. This course stresses the interconnectedness of the natural world, demonstrably built on the foundations and building blocks of the basic physical sciences. Classwork includes technology applications for observing and understanding the natural world. The student explores the areas of cosmology and astronomy, earth sciences, and finally the biological sciences including genetics, ecology, and modern concepts of evolution. A student completing this sequence should have an understanding of scientific thought, advancement and philosophy that prepares them for higher- level courses.

GEND 201 The Civic Mind (6 credits)
U.S. or World History, U.S. or World Politics, and Macroeconomics
Prerequisites: GEND 102
Corequisites: ENGL 200
Description: This course draws on topics related to American history and government, macroeconomics and ecology. The course demonstrates the interconnection between these fields of study by focusing on the civic responsibility involved with decisions regarding the distribution of the nation's resources. The course provides a historical look at the American democratic system, political institutions, fiscal policy, monetary institutions and the national economy and examines the influence of these structures on public and environmental health.

GEND 351 Organizational Mind (6 credits)
Organizational Theory, Leadership and Microeconomics
Prerequisites: GEND 102, COMM 110 and ENGL 200
Description: This course introduces the student to organization, leadership, and decision-making in firms and businesses by drawing from the fields of organizational theory, leadership, and microeconomics. The objective is to encourage the student to understand the significance of organization and leadership in professional, economic and entrepreneurship activities. The role and

impact of organizational theory and leadership is also explored in relation to a firm's microeconomic decisions, while attempting to be successful and productive in the marketplace.

GEND 400 The Entrepreneurial Mind (3 credits)
Business and Social Entrepreneurship
Prerequisites: Minimum of 60 earned credits
Description: The student studies and compares key features of entrepreneurship from two important vantage points: business entrepreneurs and social entrepreneurship. The drive and creativity of individuals who question the status quo and explore new opportunities are examined. The student reads stories, completes case studies, and speaks with community entrepreneurs. Examples are taken from business and others from ordinary people who do remarkable work. The objective of this course is to help the student identify a specific entrepreneurial spirit, set goals, and develop skills in entrepreneurship.

GEND 425 Globalization (3 credits)
Trade and Finance
Prerequisites: Minimum of 60 credits completed
Description: This course explores the significance of trade and finance by investigating the benefits and harms of globalization as it relates to world economic development. The course also probes the role of international organizations that promote well-being and security.

GEND 450 The Healthy Mind and Body (3 credits)
Personal and Environmental Health
Prerequisites: Minimum of 60 earned credits
Description: This course provides the foundation for a study of various current health issues. The student investigates a topic related to personal, community or environmental health to conduct research, formulate an opinion of the topic, discuss relevant facts, and write about the topic. The projects in this class focus on the development of competence in both oral and written communication and information literacy.

GEND 465 The Ethical Mind: Ethics in the Digital Age (3 credits)
Moral, Ethical and Professional Decision-making
Prerequisites: Minimum of 60 earned credits
Description: This course examines current issues in digital technologies from a range of ethical frameworks. While professional codes of conduct and ethical workplace practices are addressed and examined, the course focuses on critical thinking about the role of the software designer in the workplace, community, and world. *Cross-listed with CISC 490.*

GEND 467 Ethics in Professional Healthcare Practice (3 credits)
Prerequisites: Minimum of 60 earned credits
Description: This course covers contemporary concepts and fundamental values in moral, ethical, and professional decision-making. Through case analysis, the course covers topics such as professional client relations, confidentiality, professional dissent, and professional virtue in a professional setting. The course examines contemporary professional and clinical ethics issues that influence a professional practice discipline, and to a lesser degree, it introduces the student to ethical issues at the organizational level in health care. The relationships between ethical and legal principles are also examined. Various models of ethical decision-making are explored as the student applies these frameworks to resolve ethical dilemmas. The student will also examine the role of professional codes of ethics and the legal standards that influence ethical professional practice.

HEALTHCARE INFORMATICS (HCIN)

HCIN 500 Healthcare Informatics (3 credits)
Prerequisites: ISEM 541 or by permission of instructor
Description: This is the survey course for the Program in Healthcare Informatics, both for the certificate and master's degree. The student is exposed to the full range of healthcare informatics as it is employed in today's workplace. This course discusses issues, trends, challenges, and applications related to the role of the Informaticist in Healthcare Systems and Institutions including big data management, electronic medical records systems, eHealth, data governance and data sharing. Case-based and project-based approaches are used for discussion and assignments. The student does not require academic healthcare system knowledge beyond that contained in ISEM 541 Healthcare Systems, although clinical experience facilitates more rapid assimilation of content material and a deeper understanding of the overall curriculum. The overall goal of the course is familiarity with the potential contributions of informatics to both health outcomes and business operations so that successful learners return to their workplaces with sufficient knowledge to immediately function ore effectively and efficiently as Informaticists.

INFORMATION SYSTEMS AND INFORMATION TECHNOLOGY (ISIT)

ISIT 140 Introduction to Information Systems (3 credits)
Prerequisites: None
Description: Businesses rely on data-driven information to thrive and succeed. Information systems provide the means and the medium to collect, store, safeguard, retrieve, share, analyze, and present the data; therefore, information systems play an important role in our modern world. Almost all services ranging from banking to travelling to complex healthcare applications exploit information systems for data manipulations. The core concepts of any information system, namely people, processes, and technology, are discussed, and their social and organizational roles are explored. An overview of fundamental concepts of information systems, definition of key terms and current trends, the role and importance of information and information systems for businesses and management, social and organizational implications, along with some applications of information systems are explored and discussed through lectures and case studies.

ISIT 220 Capturing, Organizing, and Presenting Data (4 credits)
Prerequisites: ISIT 140 and CISC 103
Description: Data plays an essential role in an information system. In fact, an information system constructs the framework for data capturing, data safeguarding, data analysis, and data presentation in accordance with software, hardware, business processes, and people. Therefore, IS specialists should develop the knowledge and understanding of tools and applications along with best practices in capturing, organizing, and presenting data. This course explores the most popular software employed in information systems. Students explore the application of spreadsheets, databases, and other software for technical data management. Business intelligence tools and concepts are introduced. Other topics include the essentials of editing, formatting, and printing worksheets and workbooks and data visualization by exploring Microsoft Office® suite. In particular, students gain experience with Microsoft Excel®, Microsoft Access®, Microsoft SharePoint®, Microsoft Word®, Microsoft Excel®, and Microsoft PowerPoint® through assignments and projects. Other popular applications, text editors, and software will be examined and discussed.

ISIT 240 Networking & Security Essentials (3 credits)
Prerequisites: ISIT 140 and CISC 103
Description: This course covers basic networking concepts within the context of the networks we encounter every day. Students develop hands-on networking skills and understand the role networks play in our lives. In addition to networking concepts, students learn about data protection, cybersecurity, most common threats, vulnerabilities, cyber-attacks, and related discussions. Topics include introduction to networks, routing and switching essentials, protocols and services, network design and installation using real equipment and connecting the network to the Internet, practicing verification and troubleshooting the network and Internet connectivity, recognizing and mitigating network security threats, configuring common Internet applications, setting up sharing between computers, and configuring basic IP services. Other topics including WAN topologies, IP errors, security best practices, quality of service, cloud and virtualization, and network programming can be introduced and discussed.

ISIT 335 Applied Operating Systems (3 credits)
Prerequisites: ISIT 240 and CISC 120
Description: This course provides practical knowledge of operating systems. Running at the core of all computers and networks, an OS manages resources and provides the environment for the execution of programs. Different operating systems have different features and capabilities, and it is important to select, properly install, and correctly configure the right OS so that it serves the needs of the business and ultimately runs the information system successfully. In this course, fundamental concepts of operating systems along with specific features of Microsoft's Windows®, Linux OS, and mobile operating systems will be discussed. Students learn the key concepts of process management, memory management, I/O operations, and security through hands-on practices and projects. Students learn to select, install, configure, maintain (i.e. update and upgrade), and troubleshoot operating systems. This course has both lecture and lab components.

ISIT 360 Network Installation and Maintenance (3 credits)
Prerequisites: ISIT 240
Description: In this course, students learn to install, operate, and troubleshoot a small enterprise branch network, including basic network security. Moreover, students learn to diagnose, restore, repair, and replace critical networking and system devices at customer sites. Working closely with professional teams to quickly and efficiently resolve support incidents is explored. Hands-on practices and real-world applications are examined and practiced by collaboration with Cisco Networking Academy in this course. In particular, students are introduced to Cisco network services and learn the application and configuration of Cisco router and switches. Even though the course exploits Cisco technology, fundamental concepts and universal principles are discussed and explored.

ISIT 365 Internship (3 credits)
Prerequisites: SEMR 315 or permission, an approved learning contract, permission of Office of Experiential Programs, designation of an appropriate academic advisor, and a site supervisor
Description: An internship allows the student to put theory into practice. The student applies classroom experiences to the workplace at an off-site placement, where ideas are tested, and competencies and skills are developed. Throughout the internship, the student works regularly with a faculty supervisor, the Office of Experiential Programs, and a site supervisor who guide the learning process. The student integrates the collective observations, analyses, and reflections of this experiential team into an internship portfolio that showcases the accomplishments of the experience. The unique portfolio is constructed throughout the internship and represents the evolutionary and dynamic nature of the learning process.

ISIT 398 Project I (3 credits)
Prerequisites: SEMR 315 or permission, an approved learning contract, permission of the Office of Experiential Programs and the Online Bachelor's Degree Program, designation of an appropriate academic advisor, and a minimum of 60 earned credits.
Description: This first project in the online degree student's experiential program challenges the student to identify, investigate and analyze a particular topic in the program of study or a concentration. A key objective is to apply skills, methods, and knowledge obtained in prior courses with independent thinking and research; the final product represents the successful and purposeful application of knowledge. The project is undertaken with the close mentorship of a faculty member and may involve a community partner. Projects can involve academic and/or scientific-based research, laboratory experiences, needs analysis or development plans for external organizations, or market studies and business plan proposals.

ISIT 430 Cloud Services (3 credits)
Prerequisites: ISIT 240 and CISC 120
Description: Cloud services have transformed traditional IT structure and business operations. Today, cloud technology dominates consumer and business applications, network services, and data center providers. Organizations are moving rapidly towards cloud services, and ISIT specialists should now have a good understanding of cloud and its services. This course provides a deep understanding of key cloud concepts, cloud services, and their applications to increase business productivity and effectiveness. Other topics include various cloud models, deployment models, different service platforms (IaaS, SaaS, PaaS, and other XaaS), comparison of cloud platforms, migration to cloud and its challenges, cloud security, cloud design, and industry best practices. Moreover, implementation, configuration, and management of cloud services will be practiced and examined through hands-on projects.

ISIT 470 Emerging Technologies in ISIT (3 credits)
Prerequisites: Senior Status in ISIT or consent of the instructor
Description: This course explores a topic or collection of topics of special interest that is timely and in response to critical or emerging topics in the broad field of information systems and information technologies. Topics may include hardware, software, organizational and social aspects of ISIT, ethical and legal considerations and frameworks, future trends and innovations, and ISIT implications on management, businesses, and marketing.

ISIT 498 Project II (3 credits)
Prerequisites: ISIT 398, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate academic advisor.
Description: This project must be in the student's program of study or concentration. It should demonstrate application of the skills, methods, and knowledge of the discipline to solve a problem or answer a question representative of the type to be encountered in the student's profession. As with Project I, this is undertaken with the close mentorship of a faculty member and may involve a community partner. The ideal project has a clear purpose that builds directly upon the learning that occurs within the student's first project and internship.

ISIT 499 Occupational Practicum (3 credits)
Prerequisites: ISIT 398, ISIT 498, an approved learning contract, permission of the Offices of Experiential Programs and the Online Bachelor's Degree Program
Description: The two projects in the experiential program challenges the student to identify, investigate, and analyze a particular topic in the program of study or a concentration and apply it. This Occupational Practicum offers the online degree student an expanded opportunity to delve deeper into their existing project(s) and/or work with a professional practitioner (community partner) to apply previous research, knowledge, and skills to develop a new product, proposal, service, needs assessment, unit/department launching, or other organizational entity related to the online student's career path. The student is expected to transfer theory into extended application and practice. The Occupational Practicum assists

the student in the completion of their ePortfolio. It is an alternative to ISIT 365 Internship; the student needs to complete one or the other.

INTEGRATIVE SCIENCES (INSC)

INSC 320 The Study of Disease (3 credits)
Prerequisites: BIOL 281-282, minimum of 45 earned semester hours, or permission of instructor
Description: The human body is studied in health and disease with a focus on the contemporary causes of human pathology. Information on metabolic and infectious disorders that effect major body systems is explained. The study surveys system organ structure and metabolic/genetic aspects of disease, from simple to complex.

INSC 410 Epidemiology (3 credits)
Prerequisites: Minimum of 60 earned semester hours
Description: This course studies how diseases are detected, identified, and distributed within populations. Epidemiology is the study of the distribution and determination of health-related states or events in specific populations and the application of this study to the control of health problems. The student is shown the medical and scientific investigative skills needed to critically think, strategize, and predict new epidemics and control current ones. Mathematics is used to model disease progression.

INTERACTIVE MEDIA (IMED)

IMED 170 Visual Design Fundamentals (3 credits)
Prerequisites: None
Description: This course introduces the basic concepts of design or print and time-based digital media. The principles of composition and color theory and how these are affected by movement, duration and display are covered. Vector and bitmap manipulation tools are explored in relation to graphic production across the design fields.

MANAGEMENT, ENTREPRENEURSHIP AND BUSINESS ADMINISTRATION (MEBA)

MEBA 110 Introduction to Business and Entrepreneurship (3 credits)
Prerequisites: None
Description: This course introduces the basic concepts of conducting and managing business through a large number of real-life case studies and examples. Modern enterprises and the evolution of those enterprises through adoption of the Internet and web technologies are examined. The student is exposed to different models such as eBusiness, eCommerce, eGovernment, eMarketing, eManagement, eProcurement and eSupply chains.

MEBA 210 Introduction to Internet and Web Technologies (3 credits)
Prerequisites: None
Description: The main objective of this course is to introduce the current as well as emerging Internet and web technologies that enable and drive the modern enterprises. The student is exposed to the key building blocks (enterprise applications, computing platforms, databases, and networks) of the modern Internet-Web infrastructure. Through experiments and examples, the main ideas of the Internet, the ISPs, wireless networks, Classical Web, Semantic Web, XML, Web 2.0, social networking, wireless web,

and mobile apps are explained. The course exposes the student to the main aspects of web-based software development processes through simple hands-on projects. The student is introduced to the basic software concepts by developing simple web sites by using HML5 and CSS3 and then using Javascript, Java applets, XML and XSL to introduce more sophisticated features. The student also has an opportunity to develop a simple web portal that involves simple database queries by using SQL.

MEBA 220 Principles of Business Management (3 credits)
Prerequisites: None
Description: The student is provided with analytical tools to understand and synthesize the most current applications of theories and concepts in business management and is exposed to the debate on the dynamic of business environment, evolving business models, economic systems, and scale of domestic and global competition in the market place.

MEBA 225 Accounting (3 Credits)
Prerequisites: MEBA 110
Description: The student learns the basic concepts and standards underlying managerial accounting systems. The student is taught how to produce income statements, balance sheets, and cash flow statements. The student also is shown how these documents describe the state of the firm in terms of revenue recognition, inventory, long-lived assets, present value, and long-term liabilities. The emphasis of this course is for the student to understand the internal operations of a firm and how those operations are reflected in documentation.

MEBA 230 Marketing (3 credits)
Prerequisites: MEBA 110
Description: Marketing is defined as the process of getting the right products to the right people, at the right place, time, and price by using the most effective promotional course of action. Marketing is also defined as providing goods and services that meet or exceed expectations of potential consumers' needs and wants. The student explores what makes a company embrace ethics in professional decision-making; what encourages corporations to become socially responsible; what the processes are for product concepts, product development, and types of consumer products and services; how companies research the market, configure market segmentation, and target their market; and how companies develop online marketing strategies in order to target consumers and businesses.

MEBA 250 Corporate Innovation and Entrepreneurship (3 credits)
Prerequisites: None
Corequisites: MEBA 230
Description: This course covers the use of entrepreneurial capabilities to develop new ventures, products, and processes. These concepts can be used with start-ups or within an established organization. The student is introduced to some of the core concepts and analytical tools used in entrepreneurship as part of a strategy for growth, updating a company's offerings, or developing totally new products. In order to instantiate these changes, the student will integrate services, markets, internal processes, quality, community relationships, and customer experience.

MEBA 310 eCommerce and mCommerce (3 credits)
Prerequisites: MEBA 110, 210 or CISC 120; MEBA 210 may be completed concurrently
Description: This course studies, analyzes and evaluates the business and technical aspects of eCommerce and mCommerce (mobile commerce). Business strategies to start a business, advertising a business, and selling the business product are covered. Case studies are used to explain the business process that needs to be automated to support the eCommerce and mCommerce initiatives. Economic trends and emerging web and mobile computing technologies are explored to understand the technical, business, and social processes that are shaping the electronic marketplace.

MEBA 312 Leadership and Organizational Behavior (3 credits)
Prerequisites: MEBA 250 or a student in the Nursing program
Description: Modern organizations are characterized by constant change, market fluctuations, increased automation, and globalization. This course explores and examines the basic framework for leadership styles focuses on ethical leadership in times of change and crisis through use of case studies and examples. The course examines the behavior of individuals and groups in the modern global settings and concentrates on improving productivity, job satisfaction, team development and continuous improvement practices experiences.

MEBA 322 Decision Theory (3 credits)
Prerequisites: MATH 280
Description: This course provides the student with general and applied decision theory. Decision making processes and biases are discussed within individual, group, and organizational levels. The student examines how decision biases can be leveraged to predict and "nudge" behavior and to improve impressions. Ethical considerations are also discussed.

MEBA 335 Business Law and Ethics (3 credits)
Prerequisites: MEBA 110
Description: The purpose of this course is to define fundamental legal terminology regarding contracts, torts, property, and wills, as well as differentiate between business ethics and legal issues. The course provides the student with foundational information about the U.S. legal system and dispute resolution and their impact on business. The major content areas includes general principles of law, the U.S. Constitution, legal systems, the relationship between law and ethics, contracts, sales, torts, agency law, intellectual property, and business law in the global context.

MEBA 340 Introduction to Innovation and Design Thinking (3 credits)
Prerequisites: MEBA 110
Description: This course introduces the student to the tools and mindset required to be an innovator and an entrepreneur. Through innovation, design thinking, and entrepreneurship, this course leads the student through the processes used for finding problems worth solving and mobilizing the resources to solve them.

MEBA 350 Finance (3 credits)
Prerequisites: MEBA 225
Description: This course builds on MEBA 225 Accounting. The student learns how to analyze firms' financial statements and disclosures and determine how to use financial statements in valuation of a firm's strategy and future. This course is applied and uses data from a variety of sources, especially data generated from the student's experiential projects. The student acquires an understanding of both the "how" of accounting procedures and the underlying reasons "why" these practices are adopted. These skills are essential for pursuing a broad range of professions in management, analysis, entrepreneurialism, law, and finance.

MEBA 352 Consumer Behavior (3 credits)
Prerequisites: MEBA 230
Description: This course includes an understanding of consumer behavior in the digital marketplace and the foundation for digital marketing strategy. Students are introduced to consumer segmentation, use of consumer research, and trends in adoption of digital media. Exploration for channels of digital communications including desktop, mobile, tablet, gaming and TV are discussed and analyzed. Students are shown how to plan and execute basic consumer research using digital tools and the use of CRM (customer relationship management) tools to track and market to different consumer types.

MEBA 354 Integrated Marketing Communication (3 credits)
Prerequisites: MEBA 230
Description: In today's business communications landscape, both agencies and individuals need to possess expertise in professional marketing practices and mediums. Integrated marketing merges all aspects of marketing communication such as advertising, sales promotion, public relations, direct marketing and social media, through a mix of tactics, methods, channels, media and activities into a unified user-centric strategy. Through critical evaluation and marketplace analysis, learners will apply theories, utilize frameworks, examine case studies, and integrate marketing practices in both team and individual projects.

MEBA 365 Internship (3 credits)
Prerequisites: SEMR 315 or permission, an approved learning contract, and permission of Office of Experiential Programs and the Online Bachelor's Degree Program designation.
Description: An internship allows the student to put theory into practice. The student applies classroom experiences to the workplace at an off-site placement, where ideas are tested and competencies and skills are developed. Throughout the internship, the student works regularly with a faculty supervisor, the Office of Experiential Programs and the Online Bachelor's Degree Programs, and a site supervisor who guide the learning process. The student integrates the collective observations, analyses, and reflections of this experiential team into an internship portfolio that showcases the accomplishments of the experience. The unique portfolio is constructed throughout the internship, and represents the evolutionary and dynamic nature of the learning process.

MEBA 375 Statistics for Managers (3 credits)
Prerequisites: MATH 280 or a student in the Nursing program
Description: This course applies statistical knowledge to business. It explains to the student the managerial use of data for decision making and systematic problem solving using basic statistical concepts. It is expected that the student will be able to collect business data, ask the right questions, analyze the collected data using both descriptive and inferential statistical tools, learn to formulate and test hypothesis. As today's global business is in a constant state of flux, the student is expected to master probability concepts and understand their role in probabilistic decision making. Topics covered include: descriptive statistics, probability distributions, sampling and sampling distributions, interval estimation, hypothesis testing, regression (simple linear and multiple), etc.

MEBA 380 Special Topics in MEBA (3 credits)
Prerequisites: MEBA 110
Description: This course covers emerging topics in management and eBusiness. The topics change as the field evolves but will span management strategies, emerging eBusiness models, next generation of digital enterprises, emerging technologies, globalization trends, or a combination of multiple trends.

MEBA 382 Research Design and Methodology (3 credits)
Prerequisites: MATH 280
Description: This course introduces students to the design of experiments and quasi-experiments using statistical techniques. Various experimental issues are explored such as randomized control trials, validity, reliability, and confounding variables. The student is shown the relationship between the research questions, research objectives, data collection, sampling, data quality, statistical techniques, qualitative and quantitative data, results, conclusions, and applications.

MEBA 390 Independent Study (1 to 4 credits)
Prerequisites: MEBA 110 and Permission of Instructor
Description: This course is designed for the student who demonstrates an interest in an area of study not offered or who wishes to pursue a discipline in greater depth than possible through existing courses. An independent study counts as an elective and may not be used for accelerated or remedial credit. A

learning contract between the student and instructor defines the responsibilities of the parties and specifies the learning objectives and standards for successful completion of the project. A calendar of meeting times and deadlines shall be a part of that contract.

MEBA 398 Project I (3 credits)
Prerequisites: SEMR 315, an approved learning contract, permission of the Office of Experiential Programs and Online Bachelor's Degree Program, designation of an appropriate academic advisor, and a minimum of 60 earned credits.
Description: This first project in the online degree student's experiential program challenges the student to identify, investigate and analyze a particular topic in the program of study or a concentration. A key objective is to apply skills, methods, and knowledge obtained in prior courses with independent thinking and research; the final product represents the successful and purposeful application of knowledge. The project is undertaken with the close mentorship of a faculty member and may involve a community partner. Projects can involve academic and/or scientific-based research, laboratory experiences, needs analysis or development plans for external organizations, or market studies and business plan proposals.

MEBA 420 International Business and Strategies (3 credits)
Prerequisites: MEBA 220 and 230
Description: This course discusses how global markets impact managerial processes. The questions under investigation are how managers adapt their organizational practices to accommodate global and local cultures and business practices in different parts of the world. The course explores the best practices in global strategic management, organizational design, human resource processes and organizational behavior. Also discussed are business strategy, Porter Models, and micro-macroeconomics in global and extended enterprises. Global supply chains and global operation management, with an emphasis on total quality management (TQM), are also examined.

MEBA 425 Product Management (3 credits)
Prerequisites: MEBA 230
Description: This course provides the student with the critical information needed to develop a product and brand strategy that generates both quick wins and long-term value. By completing this course, the student is able to create an activity plan to bring their brand strategy to life - both externally towards consumers and internally to employees.

MEBA 432 Management and Innovation Strategies (3 credits)
Prerequisites: MEBA 225 and MEBA 250
Description: To capture the high level of complexity under which strategic management takes place, this course predominantly uses the case method to examine how general managers create and maintain a competitive advantage for their organizations. The student examines critical strategic issues confronted by top executives of organizations, as well as take a general management and a multi-functional approach to these strategic issues by using all the core business functions.

MEBA 470 Business Systems Analysis, Modeling and Design (3 credits)
Prerequisites: MEBA 110 or CISC 300
Description: This course prepares the student to analyze business information systems and to build models and logical designs that can be implemented later. Emphasis is on understanding the business processes and business requirements and building conceptual models that help in the analysis of business requirements. Complex systems and to build designs and architectures that can satisfy the business requirements are discussed. The course emphasizes business process modeling, business patterns, object orientation, design patterns and component-based design approaches. Topics include modern system life cycles, project management, BRODE (buy, rent, outsource, develop, extend) strategies in system building, business system modeling, requirements analysis, conceptual design, architectures, physical design, and design for the modern mobile systems with security and integration considerations.

MEBA 472 Business Intelligence & Decision Support Systems (3 credits)
Prerequisites: MEBA 225 and MEBA 230
Description: Modern electronically-enabled enterprises rely increasingly on knowledge that needs to be managed and processed through a variety of intelligent tools. This course covers the vital topic of business intelligence and knowledge management in modern enterprises and discusses how decision support and expert systems tools can be used for effective decision making in organizations. Topics include artificial intelligence in a business context, business intelligence and business analytics, data mining, data warehousing, click stream mining, knowledge management, decision support and expert systems, artificial intelligence principles, neural networks, learning systems, and intelligent agents in a business context.

MEBA 480 Enterprise Architectures and Integration for a Global Economy (3 credits)
Prerequisites: MEBA 310
Description: Modern digital enterprises are characterized by increased automation, mobile services, extended B2B operations with global business partners, and on-demand business services. The main priority in such enterprises is to architect and integrate a very wide range of services quickly and effectively. This course highlights the role of information and communication technologies, enterprise models, and emerging service-oriented architectures (SOA) standards in developing flexible and integrated business architectures.

MEBA 482 Quantitative Methods in Managerial Decision-Making (3 credits)
Prerequisites: This course provides the student with a solid foundation in the statistical methodologies required for quantitative decision-making. The student learns how to identify the correct statistical analysis to perform given the research question and the format (type) of data. Correlation, t-tests, chi-square, regression, and analysis of variance (ANOVA) will be covered, and the student is shown how to perform these analyses using both Excel and R. Focus is placed on the use of statistical results to make informed decisions in a business context (e.g., A|B testing, assessment, and systems optimization).

MEBA 485 Marketing Analytics (3 credits)
Prerequisites: MEBA 375
Description: This course introduces the student to researching the needs and wants of customers. The student performs statistical analysis on multiple factors involved in developing marketing campaigns, such as pricing, digital marketing, multiple marketing channels, segmentation, and others.

MEBA 488 Marketing Research (3 credits)
Prerequisites: MEBA 230 and MEBA 375
Description: This course uses marketing research to make business decisions. The student identifies a marketing problem, collects marketing data regarding the stated problem, analyzes the collected data, interprets findings, presents implications and findings; and applies findings as proposed business actions. The student's research includes quantitative, qualitative and mixed method approaches; they will collect data using questionnaires (close and open-ended), focus groups, panels, interviews (structured and unstructured) and to analyze and interpret the results.

MEBA 498 Project II (3 credits)
Prerequisites: MEBA 398, an approved learning contract, permission of the Office of Experiential Programs and the Online Bachelor's Degree Program.
Description: This project must be in the student's program of study or concentration(s). It should demonstrate application of the skills, methods, and knowledge of the discipline to solve a problem or answer a question representative of the type to be encountered in the student's profession. As with Project I, this is undertaken with the close mentorship of a faculty member and may involve a community

partner. The ideal project has a clear purpose that builds directly upon the learning that occurs within the student's first project.

MEBA 499 Occupational Practicum (3 credits)
Prerequisites: MEBA 398, MEBA 498, an approved learning contract, permission of the Offices of Experiential Programs and the Online Bachelor's Degree Program.
Description: The two projects in the experiential program challenges students to identify, investigate and analyze a particular topic in the program of study or a concentration and apply it. This Occupational Practicum offers the online degree student an expanded opportunity to delve deeper into their existing project(s) and/or work with a professional practitioner (community partner) to apply previous research, knowledge, and skills to develop a new product, proposal, service, needs assessment, unit/department launching, or other organizational entity related to the online student's career path. The student is expected to transfer theory into extended application and practice. The Occupational Practicum assists the student in the completion of their ePortfolio. It is an alternative to MEBA 365 Internship; the student needs to complete one or the other.

MATHEMATICS (MATH)

MATH 120 College Algebra (3 credits)
Prerequisites: MATH 081, by assessment, or C or better
Description: This course is designed for the student with an elementary knowledge of algebra. Topics include properties of real numbers, problem-solving using equations and inequalities, algebraic functions, graphing, systems of equations and inequalities, polynomial functions and graphs, exponents and radicals, the binomial theorem, zeros of polynomials, inverse functions, and applications and graphs. Free on-line graphing and calculating utilities are used in lieu of a graphing calculator.

MATH 220 Calculus I (3 credits)
Prerequisites: MATH 120
Description: This course introduces techniques to evaluate limits and covers continuity, special trigonometric limits, absolute value limits and differentiation of algebraic, trigonometric, and logarithmic functions. The course explores intermediate value theorem, mean value theorem, and extreme value theorem. Other topics for exploration are application and formal definition of derivative average rate of change versus instantaneous rate of change, velocity, and the introduction of the definite integral and its applications. A graphing calculator is required for this course.

MATH 280 Introductory Statistics (3 credits)
Prerequisites: MATH 120
Description: This course covers elementary topics from the probability and statistics of both discrete and continuous random variables. Topics include independence and dependence, mean, variance and expectation, and distributions of random variables. Statistics is applied to hypothesis testing. This course provides the student with a broad, general knowledge and understanding of statistics. The emphasis of this course is on the utility and practical application of statistics rather than on the mathematical derivation of statistical principles.

MATH 310 Discrete Mathematics II (3 credits)
Prerequisites: MATH 210 or MATH 260
Description: This course ensures that the computer science student reaches the level of mathematical maturity necessary for the study of Computer and Information Science. Topics covered draw on current material from the study of graphs, trees, relations, algorithms and models of computation.

NURSING (NURS)

NURS 320 Nursing Practice and Senior Adults (3 credits)
Prerequisites: None
Description: Nursing practice in promoting health and managing health concerns of the older adult. The course will explore the effects of the aging process on physical systems of the human body and includes examination of loss and coping, and legal and ethical issues.

NURS 325 Integrative Patient Assessment (3 credits)
Prerequisites: Minimum of 60 earned semester hours.
Description: This course builds on basic physical assessment knowledge of the Registered Nurse to include broadened assessment skills necessary to lead coordination of interprofessional care of the patient. The use of therapeutic communication skills when performing health assessment and the assessment of cultural and socio-economic aspects of health will be incorporated. The student is taught how to critically evaluate assessment findings and differentiate between normal and alterations indicative of actual or potential health problems. The student has lab experiences in the nursing learning and simulation laboratory where health assessment skills can be practiced.

NURS 380 Special Topics in Nursing (1 to 4 credits)
Prerequisites: None
Description: This course covers emerging topics in nursing. It is an in-depth study of a selected specialized area and the content varies by semester.

NURS 398 Project I Evidence Based Practice (EBP) (3 credits)
Prerequisites: An approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate academic advisor, and a minimum of 60 earned semester hours.
Description: This first project in the student's experiential program challenges the student to identify, investigate and analyze a particular topic in the program of study or a concentration. A key objective is to apply skills, methods, and knowledge obtained in prior courses with independent thinking and research; the final product represents the successful and purposeful application of knowledge. The project is undertaken with the close mentorship of a faculty member, and may involve a community partner. Projects can involve scientific-based research or laboratory experiences, needs analysis or development plans for external organizations, or market studies and business plan proposals.

NURS 430 Nursing Practice and Population Health (4 credits)
Prerequisites: Minimum of 60 earned semester hours
Description: This course focusses on an introduction to theory and concepts of community and population health nursing. Emphasis is on the professional nurse's role in working with the community as the client. Care will be delivered based on community health and public health standards of nursing practice. The student will then explore the role of the nurse working collaboratively with the community as part of an interdisciplinary team. An introduction to conceptual frameworks that focus on population health care is included in both the classroom and practicum portions of the course. Selected community engagement will entail nursing practice focusing on population health as the physical, social, cultural, and economic community where one works and lives. The student will link community health status and health policy with the performance of health care systems.

NURS 435 Nursing Leadership and Health Policy (4 credits)
Prerequisites: Minimum of 60 earned semester hours
Description: This course will focus on the professional nurse's role in applying the principles of leadership and management in clinical environments. The role of the nurse leader and his/her influence on safe nursing practice will be explored. Barriers to practice, regulatory, legislative, and political processes in reference to professional practice will also be examined. The course will also emphasize

nursing leadership roles and interprofessional collaboration in the development/application of technology to increase efficiency of healthcare services and improve patient outcomes.

NURS 498 Project II Applied Nursing Research (3 credits)
Prerequisites: An approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate academic advisor.
Description: This project must be in the student's program of study or concentration(s). It should demonstrate application of the skills, methods, and knowledge of the discipline to solve a problem or answer a question representative of the type to be encountered in the student's profession. As with Project I, this is undertaken with the close mentorship of a faculty member and may involve a community partner. The ideal project has a clear purpose that builds directly upon the learning that occurs within the student's first project and internship.

SEMINAR (SEMR)

SEMR 315 Accelerated Learning Cornerstone (3 credits)
Prerequisites: None
Description: This foundations course introduces the online student to the HU seminar experience. It is an accelerated and technical format of learning to provide skills in research, writing, oral presentation, time management, decision making, teamwork and identifying personal, professional and academic strengths for continued success.

PROFESSIONAL AND CONTINUING EDUCATION

Professional and Continuing Education is responsible for all contracted training, non-credit certificates, and professional development offerings for employers and working professionals. The professional development offerings through Harrisburg University provide specific and advanced skills training and certificates within the University's mission of science and technology.

The University works with various organizations to develop a wide range of professional development solutions and programs that include:

- non-credit training events, series, and certificates;
- on-site, credit-based offerings short of a degree such as workshops, institutes, clinics, concentrations, and specializations;
- on-site degree program; and
- academic program evaluation for employer training.

The University partners, for example, with various outside agencies including, but not limited to: corporations, government agencies, and school districts to develop customized solutions that contribute to professional development of the existing workforce. In particular, the University's professional development offerings serve:

- science, technology, and management professionals;
- educators and administrators; and
- senior staff responsible for innovation and decision-making.

All professional development programs follow the University's commitment to applied, experiential, and competency-based training and education. They focus on enhancing the ability of professionals to apply what they have learned immediately (and over the long term) to their jobs and careers.

Because the programs offered are demand-driven and change from year to year, up-to-date information on the current offerings is posted online at https://professionaled.harrisburgu.edu/.

For more information on customized trainings or the calendar of upcoming professional development, contact ProfessionalEd@HarrisburgU.edu or call 717.901.5190.

UNIVERSITY ADMINISTRATION

Harrisburg University of Science and Technology is a private, not-for-profit organization providing instruction, research, and service to the community. The University is governed by a Board of Trustees. The immediate regulation and direction of the academic, research, and service activities of the University are delegated by the Board of Trustees to the President and the faculty of the University.

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Mark S. Singel,	President, Winter Group and served as 27th Lieutenant Governor of Pennsylvania
Gary D. St. Hilaire,	President and Chief Executive Officer, Capital Blue Cross
Robert S. Taylor, Esq.,	Chairman and Chief Executive Officer, Cameron Companies
Cynthia Traeger,	Chief Executive Officer, Pacific Siren International LLC and President, VSI Pacific
R. Timothy Weston,	Partner, K&L Gates
Douglas A. Neidich, *Trustee Emeritus*	Chairman, Green Works Development LLC.
David A. Schankweiler, *Trustee Emeritus*	Chief Executive Officer, Journal Multimedia (Retired)

UNIVERSITY POLICIES AND DISCLOSURES

These are some University policies that guide the conduct of the student, faculty, and staff. Additional details can be found in the Student Handbook, Faculty Handbook, and Employee Handbook.

Family Educational Rights Privacy Act (FERPA)

The University collects a considerable amount of information about each student during the period of enrollment. Almost all this information is contained in educational records protected by the Family Educational Rights and Privacy Act (FERPA). FERPA applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Under FERPA, students have the right to review their educational records and to challenge content that is inaccurate or misleading. FERPA regulations also stipulate that the University cannot release a student's educational records to anyone but the student without the student's written consent, except to the extent that FERPA authorizes disclosure without consent.

FERPA permits University officials to disclose educational records and certain information to parents, or others, without consent of the student under certain circumstances:

- During a health or safety emergency to protect the student or other individuals;
- Any record to the parent when the student is a dependent for federal income tax purposes;
- Law enforcement unit records, including outside law enforcement authorities;
- Parental information when a student under 21 has violated any law or university policy; and, concerning the use or possession of alcohol or a controlled substance

University Privacy Notice - The University is committed to safeguarding the privacy of individuals who share personal data with it and has adopted a Privacy Notice that outlines HU's collection, use, and disclosure of Information provided by prospective students, applicants, or third parties. A copy of the University's Privacy Notice is available on its webpage at: http://harrisburgu.edu/lib/pdf/HU-Privacy-Notice-9-10-18.pdf

Directory Information - The University may disclose directory information about the student unless the student specifically informs the University in writing that this type of information should **not** be released. The University defines directory information to include:

- student's name
- both permanent and temporary addresses
- email address
- telephone number(s)
- class year, program of study
- enrollment status
- dates of attendance
- degree(s) and/or awards received
- photograph
- previous educational institution attended
- participation in officially recognized University activities
- eSports Statistics

For additional information on FERPA see

https://www2.ed.gov/policy/gen/reg/ferpa/index.html

Campus Crime and Security Disclosure

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires the distribution of an annual security report on or before October 1 to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff. The annual security report includes statistics for the previous three years concerning reported crimes as identified by the Clery Act that occurred on campus or property owned or controlled by the University, and on public property immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as: crime prevention, the reporting of crimes, sexual harassment and assault, domestic violence, timely warnings, and other safety and security matters including public, private, and University resources that are available to the University community.

The University's current Clery Report is available on its website at:
http://harrisburgu.edu/lib/pdf/annual-security-report-clery-report.pdf

Electronic Mail Communication Policy

Policy Statement - Unless otherwise prohibited by law, the University may send official communications to faculty, staff and students by e-mail to an account assigned by the University with the full expectation that such e-mails will be read by the recipient on a frequent and consistent basis and in a timely fashion.

Reason for Policy - The University must be able to communicate quickly and efficiently with faculty, staff, and enrolled students in order to conduct official University business. E-mail is an available and appropriate medium for such communication. Official communications may include policy announcements, registration and billing information, regulatory compliance disclosures, emergency notifications, and other information of a critical or timely nature. Faculty, staff and students may not opt out from receiving official University e-mail communications.

Assignment of E-mail Accounts - Students and employees are assigned an account in the HarrisbugU.edu domain. The account is designated as the "[FiLastname@HarrisburgU.edu" or "[Student FiMiLastname]@My.HarrisburgU.edu" e-mail account. [The addressee protocol may vary slightly in the event of Initials/Name duplication]. The e-mail account is generated by the Office of Technology Services and may not be changed without University approval. University communications that are sent by e-mail will be sent to the University-supported e-mail account.

Responsibilities - Faculty, staff, and students are expected to review messages received through the University-supported e-mail account on a frequent and consistent basis. Communications may be time-critical. Individuals shall use the e-mail account for all University-related e-mail communications. Faculty shall use the University-supported account for e-mail communication with a student and, conversely, the student shall respond to faculty communications or requests using the University-supported e-mail account.

Forwarding of E-mail – An individual who chooses to forward e-mail received on a Harrisburg University e-mail account to a different e-mail address risks loss of data integrity. The University is not responsible for e-mail, including attachments, forwarded to any e-mail address not supported by the University.

Third-Party, Web-Based [Cloud] Computer Records Policy

Policy Statement - It is the policy of Harrisburg University of Science and Technology that any and all user-generated content developed during the use of third-party, web-based (referred to as "cloud-based") technologies used in the classroom or coursework, which could include cloud-based instructional tools, cloud-based teaching and learning environments, and cloud-based server storage, is the property of the individual faculty, student, or staff who developed the content and that the University is not responsible, and shall be held harmless, for any theft, damage, manipulation or loss that may be incurred as a result of the failure by the third party to properly maintain or safeguard that content.

Reason for Policy - The University encourages and supports the use of new instructional tools and emerging technologies in open, digital teaching and learning environments. The use of web-based applications and cloud-based storage also bring new concerns about intellectual property and privacy. The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is the federal law that protects the privacy of a student's education records. Generally, any work related to a course or program of study created by the individual is considered a part of the "student's education record." Accordingly, any work related to a course or program of study should not include personally identifiable information of the individual. Examples of "personally identifiable information" are: an individual's full name (if not common), Social Security number, date of birth, birthplace, face or fingerprints, credit card numbers, driver's license number, vehicle registration plate number, digital identity, or grades. Any of these data, when combined with other personal information, may identify an individual. Users of third-party, web-based technologies are strongly cautioned to avoid posting personally identifiable information in any computerized application.

A license agreement permits the University to provide access through its servers for the student to utilize the MicroSoft *SkyDrive* cloud-based computer server storage utility to store the student's ePortfolio during the period of enrollment in a program of study. The University requires that each degree-seeking undergraduate student develop an ePortfolio. An ePortfolio is defined as: *An organized, media-rich collection of documents, videos, and other exhibits that allows the student to demonstrate competence to a multitude of audiences.* Additionally, faculty, students, or staff are provided access to and use other web-based technologies and social media where user-generated content is stored.

The individual user of a third-party, web-based technology application, when establishing an account, is required to agree to the conditions of a Terms of Service or End-User Agreement, whereby the individual user accepts full responsibility for all content maintained in the application. Furthermore, the user agrees to a condition that, in no event will the software manufacturer be liable for any damages, whether direct, indirect, special, incidental, economic, compensatory, or consequential, arising out of the use of or inability to use the software or user documentation. Accordingly, the user is solely and exclusively responsible for any and all content.

Action Subsequent to Completion of a Program of Study or Termination of a Period of Employment – Any and all documents, videos, and other exhibits accumulated in an ePortfolio or other file, folder or collection by an individual who utilizes a third-party, cloud-based application or storage utility during a program of study or period of employment will no longer be accessible through the University's servers following the completion of the program of study or termination of a period of employment. Direct access to the materials held by the provider is conditional upon the Terms of Service or End-User Agreement accepted by the individual when the account was established.

Equal Opportunity

The University is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, creed, color, gender, age, religion, national origin, veteran or handicap status, or sexual orientation in its educational programs, activities, admissions, or employment practices as dictated by

University policy and as required by federal statutes (Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990 (ADA)) and any other applicable anti-discrimination statutes, including those of the Commonwealth of Pennsylvania (Pennsylvania Human Relations Act of 1955 (PHRA) and the Pennsylvania Fair Educational Opportunities Act of 1961 (PFEOA)).

Student inquiries concerning compliance and information regarding Title IX, Title VI, Title VII, PFEOA, Section 504, campus accessibility, or ADA accommodations should contact the Office of Student Services.

Faculty and staff inquiries concerning compliance and information regarding Title IX, Title VII, PHRA, Section 504, campus accessibility, or ADA accommodations should contact the Office of Human Resources.

Title IX Non-Discrimination Policy and Grievance Procedures

Title IX of the Education Amendments of 1972 is a federal statute that prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX, and other federal and state non-discrimination laws, the University has internal policies that prohibit discrimination and sexual misconduct based on sex including sexual harassment and violence, domestic and dating violence, and stalking.

The University's Title IX procedures are contained within its current Clery Report that is available on its website at: http://harrisburgu.edu/lib/pdf/annual-security-report-clery-report.pdf. All Title IX procedures are included as part of the University's overall Sexual Misconduct Policy.

Sexual Misconduct Policy

The University's Sexual Misconduct Policy in located in the Student Handbook and contained within the University's current Clery Report that is available on its website at: http://harrisburgu.edu/lib/pdf/annual-security-report-clery-report.pdf. The policy applies to faculty, students, staff, and visitors.

Non-Discrimination Statute – Commonwealth of Pennsylvania

The Pennsylvania Fair Educational Opportunities Act of 1961 provides student access to benefits and services of the University and prohibits discrimination without regard to race, color, gender, religious creed, ancestry, national origin, sexual orientation, age, civil union, marital status, veteran status, handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals. This statutory obligation includes, but is not limited to, admissions, course offerings, transfer of credit, financial aid, scholarships, student employment, internships, educational and social programs, and student advisement and counseling.

Any complaint of an alleged act of discrimination can be filed by contacting the Pennsylvania Human Relations Commission (PHRC), 1101-1125 Front Street, 5th Floor, Harrisburg, PA 17104-2515 or by calling (717) 787-9784. Complaints must be filed within 180 days of the incident. Complaint forms can also be obtained at the PHRC's website: https://www.phrc.pa.gov/File-A-Complaint/ComplaintForms/Pages/default.aspx

Emergency Notification System

When HU becomes aware of criminal incidents that, in the judgment of HU's senior leadership, constitute an ongoing threat to the campus community, a Crime Alert will be issued to notify the HU community. Depending on the circumstances, a timely warning will be issued without delay and the information may be further disseminated by using one or a combination of the following: e-mail

distribution, HU website, campus publications, and postings and/or activation of the externally hosted emergency notification Omnilert alert system to advise the community of the situation. HU withholds as confidential the names of victims. The same notification system will be used for other campus-wide emergencies/disasters such as fire, weather, or restricted access to buildings.

Members of HU's community may subscribe to receive emergency notifications text alerts regarding HU closures or emergency/disaster situations that may impact the HU community. You can subscribe to the system, "Omnilert," (formally e2Campus) through the MyHU portal of HU's webpage. For additional information on any matters, you will be directed to, or you should go to HU's website or social media accounts. Subscribers are subject to text message costs assessed by their cell phone provider.

Peer-to-Peer ("P2P") File Sharing Information Technology Disclosure

Introduction

The Higher Education Act of 1965, as amended, under Title IV, Section 285(a)(1)(P) and Section 487(a)(29), effective August 14, 2008, requires the disclosure to users of information technology resources that Harrisburg University of Science and Technology has developed a plan to combat the unauthorized distribution of copyrighted material (including the use of technology-based deterrents) and will, to the extent practicable, offer alternatives to illegal downloading. The illegal distribution of copyrighted material is prohibited and may subject an individual to criminal or civil penalties.

The "Digital Millennium Copyright Act of 1998" (DMCA) states that copyrighted information is protected and that it is illegal to download, upload, or distribute that information in any fashion. The provisions of this law specify a process to deal with any claimed infringement.

Plans to "Effectively Combat" Unauthorized Distribution of Copyrighted Material

P2P traffic is identified via the Intrusion Prevention System (IPS) that is integrated within the University's Cisco ASA 5500 security appliance. In most cases, a client's connection to the network will be dropped when typical P2P traffic is sensed.

This intrusion system covers the known protocols that popular P2P clients - such as Torrents, Limewire, Bearshare, Kazaa, etc. - utilize to establish connections to potentially transfer files containing copyrighted material. Additionally, the ability for the student to pass files over the Wireless LAN between laptops has been shut down.

Compliance

Harrisburg University reserves the right to capture, preserve, and/or inspect any information transmitted through, stored on, or used on any IT resource.

Copyright Infringement and Penalties

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under § 106 of the Copyright Act of 1976. These rights include, but are not limited to, 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 or "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, in its discretion, also assess costs and attorneys' fees, impound the infringing work, and grant temporary and permanent injunctions.

Willful copyright infringement can also result in criminal penalties, including imprisonment and fines.

For more information, please see the Web site of the U.S. Copyright Office at: www.copyright.gov, especially the Frequently Asked Questions at www.copyright.gov/help/faq.

Infringement of Digitally Copyrighted Material

The Digital Millennium Copyright Act of 1998 (DMCA) is federal law that criminalizes production and dissemination of technology, devices, or services intended to circumvent measures that control access to copyrighted works (commonly known as digital rights management or DRM). In addition, the DMCA heightens the penalties for copyright infringement on the Internet.

The designated agent to receive notification of a claimed infringement, in accordance with the provisions of the Digital Millennium Copyright Act, is:

Jacqueline Conforti Barnett
General Counsel
326 Market Street
Harrisburg, PA 17101
(717) 901-5100 ext. 1671
jbarnett@HarrisburgU.edu

If an infringement claim is submitted to the University by a complainant, appropriate action will be taken to identify the student, faculty, or staff member involved in the complaint.

Written notice to the involved individual by email requires the removal of the copyrighted files or documents from the computer containing the material within 72 hours of the formal notice. A reply confirmation is required when corrective action has been taken to remove the illegal files, documents, or other material.

Upon receipt of the material removal confirmation, the designated agent notifies the complainant of the University's resolution.

If an individual involved in the complaint fails to take the requested corrective action within 72 hours, access to the University's network will be deactivated. Reactivation to the network can only occur at such time that it is confirmed that corrective action was taken.

Copyright violations may also fall under other University policies and subject to discipline.

Campus ID Card Policy

The Campus ID Card serves as the University's student/faculty/staff ID card, provides access to campus buildings and events, and serves as the Library card.

While on campus, the Campus ID Card must be visible at all times and presented upon request to any faculty member, staff, security personnel, or contracted security personnel.

The Campus ID Card is the property of Harrisburg University of Science and Technology and all policies and procedures must be observed to retain the privilege of use. The card is not transferable and is only to be used by faculty, staff, a currently-registered student, and other authorized persons.

The Campus ID Card must be surrendered to the University upon deactivation. A fee may be assessed for any Campus ID Card that is not returned at the end of the expected period of use.

Campus Card Types
There are two versions of the Campus ID Card:

- Campus ID Card: card contains photo identification, student/employee ID number; and,
- Access-Only Campus ID Card: card without photo identification (typically for the short-term student or visitor).

Campus Card Usage
The primary purpose of the Campus ID Card is to provide easy identification of the cardholder and to permit access to permitted areas of the University campus. The Campus ID Card also serves as a library card. It is the responsibility of the cardholder to report suspected lost or stolen cards immediately.

Campus Card Activation
The Campus ID Card is activated for faculty and staff following formal contractual employment or position appointment.

The Campus ID Card is activated for a student following admission to the University, payment of the required tuition deposit, and completion of course registration for the semester or other term.

Campus Card Deactivation
The Campus ID Card is deactivated for faculty and staff following formal cancellation of contractual employment or resignation or termination from the position appointment.

The Campus ID Card is deactivated for a student following a determination of withdrawal, dismissal, graduation or other completion of a scheduled period of enrollment.

Student Grievance Policy

A situation, circumstance or incident may occur where a student concludes that they have incurred egregious harm as the direct result of an action caused by a member of the faculty or staff. A student in this circumstance may file a formal grievance against a faculty or staff member of the University to seek administrative redress. Examples of adverse behaviors include, but are not limited to: violation of confidentiality; offensive remarks as a deliberate insult individually, in the company of others, or in the classroom; racist or sexist remarks and/or attitudes; inappropriate sexual contact, not limited to sexual intercourse; or, inappropriate relationships with the student which cause conflict of interest for either the student or faculty or staff.

A student who is compelled to submit a grievance must obtain a Student Grievance Form from the Office of Records and Registration. The form must be completed with an explanation of the facts of the allegation, and attach to it any and all documents, testimonies or petitions supporting the student's position as evidence. The completed grievance form should be submitted promptly to the Director of Institutional Compliance.

A grievance cannot be filed on behalf of another person. Grievances may not be used to challenge academic or other policies or procedures of general applicability.

Additional information may be requested from the student while the grievance is being considered. The alleged faculty or staff person is interviewed and asked to sign an affidavit stating facts relative to the alleged incident. Following consultation with the Office of the Provost, a decision shall be rendered by the Director of Institutional Compliance within five (5) business days of the grievance submission. The student then receives a determination letter.

If the student does not receive a satisfactory remedy relative to the grievance, the student may request further review by a Grievance Committee which consists of: the Director of Institutional Compliance, who shall act as the Committee Chair, an administrator designated by the Provost, the Chair of the Faculty of the Whole, a member of the Office of Student Services, and a student representative that has no previous knowledge of the matter to be considered. The request for review by the Grievance Committee must be submitted in writing to the Director of Institutional Compliance. Formal rules of evidence will not apply, and the panel may consider any evidence considered relevant and reliable. A student is permitted to have a representative to assist them during the proceeding; however, the representative may not be an attorney.

The student will be advised of the date and time of the Grievance Committee meeting so that he or she may participate. The Committee shall deliberate and reach a decision on the grievance in closed session and render its recommendation regarding the grievance within ten (10) days of its meeting. The student will be notified promptly of the Committee's recommendation.

If a student wishes to appeal the decision of the Grievance Committee, he or she must submit a written request to the Provost within five (5) business days after formal notification of the Committee's decision. The Provost's Office will review all of the relevant materials of the matter and notify the student of a final decision within five (5) business days of the appeal submission.

Grievances relating to the alleged denial of access to the benefits and services of the University as a result of discrimination on the basis of gender, race, color, creed, religion, national origin, sexual orientation, age, ancestry, disability, civil union, marital or veteran status should be presented in writing to the Affirmative Action Officer within 30 days of the alleged discrimination. The Affirmative Action Officer will review the written complaint and meet with the individual filing it. After reviewing all the facts and utilizing legal counsel, if appropriate, the Affirmative Action Officer will determine if corrective action is required. The student bringing the complaint will be promptly notified in writing of the determination. If corrective action is required, it will be initiated within 30 days of the determination of the grievance.

Acceptable Use of Information Technology Policy

Introduction

Harrisburg University offers comprehensive academic programs that emphasize science and technology. Access to information technology is essential to the pursuit and achievement of the University's instructional, research, administrative and service missions. As such, the use of information technology is a privilege and all members of the University community are expected to be responsible and ethical users of information technology. This policy applies to all technology acquired by or on behalf of Harrisburg University (wherever used) and all technology (however acquired) used on any Harrisburg University resources[1].

Purpose

This policy:

- **A.** Promotes the responsible and ethical use of computing, information resources, and/or communication systems, collectively known as "information technology" but hereafter known as "IT," administered by the Office of Information Services (OIS).
- **B.** Defines the rights, responsibilities, and standards of conduct for its faculty, administrators, staff, students, and other authorized users with regard to the use of IT.
- **C.** Explains the appropriate procedures for enforcing any and all misuse of the University's IT resources and outlines appropriate disciplinary procedures for violating these rules.

[1]Computers, computer systems, networks, electronic communications systems, institutional or third-party cloud data storage media, facilities, peripherals, servers, routers, switches, equipment, software, files, or accounts.

Responsibilities

D. It is the responsibility of the University faculty, administrators, staff, or student workers to communicate this policy and its contents to any and all users of IT at, or in affiliation with, Harrisburg University. Not being aware of any part of this policy does not excuse the individual from being responsible for its contents.

E. The Harrisburg University OIS is responsible for the following:

- **i.** Maintaining user accountability requirements including user identification and authentication, account administration, and password integrity.
- **ii.** Making every effort to protect the privacy of users and confidentiality of data[2].
- **iii.** Ensuring fair access to IT.
- **iv.** Developing and implementing security policies and standards.

F. All Harrisburg University IT users are responsible for the following:

- **i.** Acting in a responsible, ethical, and legal manner in the use of IT. As such, this use of IT implies consent with any and all applicable university policies and regulations**.**
- **ii.** Using IT for authorized university business only. Excessive use of any IT resource for personal use is prohibited.
- **iii.** Safeguarding data including personal information and passwords.
- **iv.** Recognizing the limitations to privacy afforded by electronic services.
- **v.** Respecting other users and their expectation of privacy, confidentiality, and freedom of expression.
- **vi.** Taking precautions to prevent the initial occurrence and/or spread of computer viruses. Therefore, network connected resources must utilize university-approved anti-virus software.
- **vii.** Avoiding any unauthorized or illegal use of IT. This includes but is not limited to the transmission of abusive or threatening material, spam, or communications prohibited by state or federal laws.
- **viii.** Using IT in compliance with applicable license and purchasing agreements. Each user is individually responsible for reading, understanding, and adhering to all licenses, notices, and agreements in connection with IT which he or she uses.

Compliance

G. Harrisburg University reserves the right to capture, preserve, and/or inspect any information transmitted through, stored on, or used on any IT resource without notice but especially when:

- **i.** There is reasonable cause a user has violated this policy.
- **ii.** A user or an account appears to be engaged in unusual activity.
- **iii.** It is necessary to protect the integrity, security, or functionality of IT resources.
- **iv.** It is necessary to protect the University from liability.
- **v.** It is permitted or required by law.

Enforcement and Disciplinary Procedures

H. Any user who violates any part of this policy may be subject to the following:

- **i.** Suspension or revocation of the user's computer account and/or suspension or revocation of access to the University's IT resources.

[2] While Harrisburg University recognizes the importance of (and makes every attempt to achieve) privacy, the University cannot promise privacy of information stored on, or sent through, university-owned systems or resources except for certain information pertaining to student records, research, or other proprietary or patentable materials.

ii. Disciplinary action as described in Harrisburg University's Student Handbook which may include suspension, dismissal, or expulsion from the University.
iii. Disciplinary procedures outlined in Harrisburg University's Faculty Handbook or any other documents outlining conduct for faculty, staff, administration, or student employees which may include termination of employment or other disciplinary action.
iv. Civil or criminal prosecution under federal and/or state law. Noncompliance with certain provisions of this policy may incur penalties under such laws which may include fines, orders of restitution, and imprisonment.
v. Re-instatement of computer privileges shall be examined on a case-by-case basis.

Procedure to Update and/or Amend

Harrisburg University reserves the right to update and/or amend this document to reflect university policy changes and/or state or federal law.

Credit Card Policy

On July 15, 2004, the Commonwealth of Pennsylvania legislature enacted Act 82 of 2004 requiring universities to adopt a policy that regulates credit card marketing

The Board of Trustees of the University adopted the following statement related to credit card solicitation on October 13, 2004:

> "Harrisburg University prohibits the marketing of all forms of credit cards on university property and prohibiting credit card marketers from offering gifts to a student in exchange for completing a credit card application."