ACADEMIC CATALOG
2022-2023

FIRST EDITION

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4401 Village Drive Fairfax, VA 22030 (703) 591-7042

https://www.fxua.edu/

Administrative Notice

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All students, staff, and faculty are required to read, understand, and follow the requirements as outlined in the academic catalog. This includes institutional policies, programmatic requirements, and provisions outlined herein.

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Mission Statement

Fairfax University of America's mission is to provoke principled and transformative leadership based on peace and security, global communities, character, stewardship, and development.

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Abbreviation Table

ACICS	Accrediting Council for Independent Colleges and Schools
ACT	American College Testing
BA	Bachelor of Arts
BS	Bachelor of Science
BSBA	Bachelor of Science in Business Administration
BSCS	Bachelor of Science in Computer Science
BSMIS	Bachelor of Science in Management Information Systems
CPT	Curricular Practical Training
CEU	Continuing Education Unit
cGPA	Cumulative Grade Point Average
ETS	Educational Testing Service
FXUA	Fairfax University of America
GC	Graduate Certificate
GenEd	General Education Department
GMAT	Graduate Management Admission Test
GPA	Grade Point Average
GRE	Graduate Record Exam
iBT	Internet Based TOEFL
ID	Identification
IELTS	International English Language Testing System
ISS	International Student Services
MA	Master of Arts
MSAC	Master of Science in Accounting
MBA	Master of Business Administration
MSCS	Master of Science in Computer Science
MELAB	Michigan English Language Assessment Battery
MSAIML	Master of Science in Artificial Intelligence and Machine Learning
MSDA	Master of Science in Data Analytics
MSIR	Master of Science in International Relations
MSIS	Master of Science in Information Systems
MSISM	Master of Science in Information Systems Management
MSIT	Master of Science in Information Technology
MSNCS	Master of Science in Networking and Cybersecurity
MPA	Master of Public Administration
MSPM	Master of Science in Project Management
MS	Master of Science
MSSE	Master of Science in Software Engineering
OPT	Optional Practical Training
pBT	Paper Based TOEFL
PTE	Pearson Test of English
SAT	Scholastic Aptitude Test
SB	School of Business
SCHEV	State Council of Higher Education for Virginia
SCIS	School of Computer Information Systems
TOEFL	Test of English as a Foreign Language
TLLP	Transformative Learning and Leadership in Practice
USCIS	United States Citizenship and Immigration Services
WRMC	Writing, Research, and Media Center

1. GENERAL INFORMATION

1.1 Introduction & History

The university was founded in 1998 as a non-profit 501(c)(3) university in the Washington, DC area to provide quality, affordable education that prepares students for relevant and meaningful careers. Today students from all over the world choose to pursue their education at the university in a variety of different degree and non-degree programs at the undergraduate and graduate levels. The location of the university, outside of Washington, DC makes it a prime location for students interested in studying in these fields, providing many opportunities for experiences outside of the classroom to enrich their learning experience.

The University's Timeline

Below are some historical milestones achieved by Fairfax University of America:

University Founding 1998-2006

The university was first certified to operate in Virginia by the State Council of Higher Education of Virginia (SCHEV) in 1998. At its founding, the first programs offered by the university included the Master of Business Administration (MBA) Program, as well as its English as a Second Language program. In 1999, the university was incorporated as a non-profit corporation and obtained tax exemption as a 501(c)(3) non-profit organization by the US Internal Revenue Service (IRS). The university received authorization to offer diploma and certificate programs in business and computer science by SCHEV in 1999. In 2000, the university was granted permission to issue I-20s for F-1 and M Visa applicants from the Immigration and Naturalization Service. Also in 2000, the university opened two undergraduate degree programs: the Bachelor of Science in Business Administration and the Bachelor of Science in Computer Science. In 2003, the university was authorized by SCHEV to offer its second master's program: the Master of Science in Information Systems. The university held its first commencement on May 4th, 2006 with 20 graduates in attendance.

Coming Into Focus 2008-2014

In 2008, the university was granted accreditation from the Accrediting Council for Independent Colleges & Schools (ACICS). In 2008, a third master's degree program was added: the Master of Science in Computer Science. On April 23rd, 2008 the Virginia General Assembly House Joint Resolution Committee presented the university with a letter commending the university "on the occasion of its accreditation and 10th anniversary." In 2011, the university successfully received ACICS re-certification in December. In 2014, four new programs were opened including the MS in Accounting, the MS in Project Management, and a graduate certificate in Project Management.

In 2015, the university opened its new Campus at 4401 Village Drive Fairfax. In May 2016, the university successfully received renewal of ACICS accreditation.

Moving Forward 2019-Present

Fairfax University of America experienced positive transformation and maturation in 2019. From 2019, the university emerged into a new and exciting phase in its history. The Board of Trustees decided that on January 1, 2020, the university's name would formally change to Fairfax University of America (FXUA). The name change was representative of the institution's history in the Fairfax, Virginia area, where the campus has been rooted since its founding. As a university, FXUA was poised to move forward and creates its new future representing its maturity, accessibility, and excellence reflected in its mission. The next chapter in the university's history is yet to be written.

1.1.1 Symbols and Iconography

1.1.1.1 University Iconography

The university's shield has five stars representing the five values of Peace, Community, Stewardship, Character, and Human Development. The entire learning community, including its alumni, serve as positive changemakers who foster and defend these values in their studies and professional careers.

These values provide the basis for all that we do at the university:

- **Character**: The expectation that all leaders should make brave decisions in good faith and in a principled way.
- **Community**: A sense of belonging to something bigger than ourselves - be it global, national, or local.
- **Development**: The process by which we reach our potential, as human beings and societies.
- **Stewardship**: A sense of responsibility and care towards all people and things that depend on us.
- **Peace**: The foundations on which we build collective prosperity, healthy communities and human fulfilment.

At the graduation ceremony, the Book of Knowledge represents the learning that takes place at FXUA in students' studies, but it also represents the continued learning that is expected of well-rounded individuals throughout their lives.

The Globe represents the university's focus on empowering its learning community and educating future leaders who will be positive changemakers across the globe. Whether making local impacts that improve the lives within a single community, or having a wider impact, our graduates serve inspiration for innovation aimed at improving lives.

The university's official mascot is the Tiger. The tiger can be seen at nearly all official university events.

1.1.1.2 University Colors

The university colors are blue and red.

- Blue symbolizes the university's long tradition of welcoming students from far and wide who cross the oceans to study at FXUA. Whether coming from just around the block or from countries across the globe, our student body represents an internationally minded community that is both diverse and welcoming.
- Red symbolizes the power and strength that education can provide to empower leaders of positive change. The diversity on campus and in the curricular offerings provide graduates with varied experiences and professional connections that last them throughout graduates' professional careers.

1.1.1.3 Alma Mater

At Fairfax University of America,
We come from across the seven seas,
At Fairfax University of America,
For friendship and opportunities.

We must always be true
Dear alma mater
Our school with your heart
And your mission.

For wherever we go,
The world will know,
We come from your
Bountiful tradition.

At Fairfax University of America,
Forever we hold you in our hearts.
Yes, Fairfax University of America,
To your honor we'll always be true.

1.2 Mission Statement and Philosophy

Mission Statement

Fairfax University of America's mission is to provoke principled and transformative leadership based on peace and security, global communities, character, stewardship, and development.

Vision Statement

FXUA envisions a world that fulfills its potential and in which people and nations can thrive.

Our vision is inspired by a holistic view of the world, one that recognizes human interconnectedness and aims to achieve harmony and balance. We see a universal connection among people based on core principles regardless of race, color, origin, ethnicity or anything else.

1.3 University Learning Outcomes

Upon graduation from Fairfax University of America, students will be able to:

- Employ critical thinking and evidence-based reasoning to design creative, strategic solutions to complex real-world issues.
- Communicate effectively with diverse audiences and collaborate productively with multiple stakeholders to lead teams toward the realization of shared goals.
- Demonstrate leadership skills and competencies to sustainably lead organizational change for social impact.
- Contribute to the betterment of human society as global citizens and agents of change and empowerment, exemplifying the values of character, community, development, stewardship, and peace.

1.4 A Commitment to Diversity and Inclusion

Our learning community has a longstanding commitment to diversity and inclusion. We strive to promote an environment that is understanding and accepting of different viewpoints, abilities, and backgrounds. As a community made up of many "multi-"statements (multilingual, multicultural, multinational, etc.), we believe that our diversity brings us to a better understanding of the world around us in a way that mirrors the wider global community and experiences around the world. Therefore, we are a learning community dedicated to fostering and leveraging the diversity of our members, and all individuals are expected to uphold this commitment.

1.5 Accreditation and Membership

1. FXUA is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award certificates, bachelor's degrees, and master's degrees.

1350 Eye Street, NW
Suite 560
Washington, DC 20005
www.acics.org

2. FXUA's accreditation through ACICS has automatically entitled FXUA to be recognized by the US Department of Education.

400 Maryland Ave., SW
Washington, DC 20202
www.ed.gov

3. FXUA is certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV).

101 North 14th St.
James Monroe Building
Richmond, VA 23219
www.schev.edu

4. FXUA is authorized by the United States Immigration and Customs Enforcement (ICE) to enroll non-immigrant students.

500 12th St., SW
Washington, D.C. 20536
www.ice.gov

5. FXUA has been authorized to offer Federal Student Aid to those who qualify by the US Department of Education.

830 First St., NE
Washington, DC 20202
www.fsa.ed.gov

6. FXUA is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency.

Office of the Commissioner
900 East Main St.
Richmond, VA 23219
www.dvs.virginia.gov

7. FXUA is a member of the International Association of Universities.

1 rue Miollis – F.75732
Paris cedex 15

1.10 Schools and Programs Offered

All of the programs listed within this catalog are included within the university's certificate to operate from the State Council of Higher Education for Virginia (SCHEV) and approved by the Accrediting Council for Independent Colleges and Schools (ACICS). The university's academic units are organized into schools of study.

English Language for Academic Communication (ELAC)

School of Business (SB)

Master of Business Administration (MBA) with specializations in:

- Business Analytics

- Social Innovation and Sustainable Business
- Organizational Development
- Human Resource Management
- Business Optimization

MS in Accounting (MSAC)

MS in Project Management (MSPM)

Graduate Certificate in Project Management (GCPM)

Masters of Public Administration (MPA) with specializations in:

- Public Management
- Information Systems
- Health Care Administration and Public Health

MS in International Relations (MSIR) with specializations in:

- International Economic Development
- International Business

MS in Management Information Systems (MSMIS) with specializations in:

- Business Optimization
- Business Analytics
- Entrepreneurship

BS in Business Administration (BSBA) with specializations in:

- Business Analytics
- Social Innovation and Sustainable Business
- Organizational Development and Human Resources
- Business Optimization

BS in Management Information Systems (BSMIS) with specializations in:

- Business Analytics
- Business Optimization
- Entrepreneurship
- Information Technology Management

School of Computer Information Systems (SCIS)

MS in Artificial Intelligence and Machine Learning (MSAIML)

MS in Computer Science (MSCS) with specializations in:

- Computer Animation and Gaming
- Cybersecurity
- Data Management
- Intelligent Systems
- Networking
- Software Application Development
- Software Engineering

MS in Data Analytics (MSDA)

MS in Information Systems (MSIS) with specializations in:

- Business Intelligence and Data Analytics
- Cybersecurity
- Data Management
- Enterprise Project Management
- Health Informatics
- Information Assurance
- Knowledge Management

MS in Information Systems Management (MSISM)

MS in Information Technology (MSIT)

MS in Networking and Cybersecurity (MSNCS)

MS in Software Engineering (MSSE)

Graduate Certificate in Information Systems (GCIS)

BS in Computer Science (BSCS) with specializations in:

- Artificial Intelligence and Machine Learning
- Networking and Cybersecurity
- Data Science

1.11 Governance

Fairfax University of America is a private non-profit 501(c)(3) university governed by its Board of Trustees. The main function of the Board of Trustees, as mandated in the by-laws, is two-fold: to develop policies for the advancement of the university and to support the president of the university in the implementation of those policies. In addition, the Board of Trustees provides guidance, monitoring, and assistance to the President of the university in fundraising, public affairs, and building key alliances to assist in and support the growth of the university.

The current Board of Trustees includes:

Hisham Y. Altalib, Ph.D..... Chairman
Ahmed Alwani, Ph.D. ..... President
Gary Carlson, Ph.D..... Trustee
Anas S. Al-Shaikh-Ali, Ph.D..... Trustee
Mohammed Bedi Ould Ahmed, Ph.D. Trustee
Sherif A. Nasr, M.D. ..... Trustee

Article II, Section 1, of the university bylaws provides general powers to the Board of Trustees. It states, "*All Corporate Powers shall be exercised by or under the authority of, and the business and affairs of the corporation shall be managed under the direction of, its Board of Trustees, in accordance with the purposes and subject to any limitations set forth in the articles of incorporation*."

1.12 Senior Administrators

Staff Name	Title
Ahmed Alwani, Ph.D.	President
NS Hasan, J.D.	Executive Dean of Academic Programs and Administration
George Rado	Director of Institutional Effectiveness and Quality Assurance

1.13 Full-Time Faculty

Name	Degrees Earned	Specialty
Al Hammoshi, Mayyada	Ph.D. in Computer Science, Mosul University, Mosul, Iraq M.S in Computer Science, Mosul University, Mosul, Iraq M.B.A, American College of Commerce & Technology, Falls Church, VA B.S in Computer Science, Mosul University	Computer Science
Atabay, Halil	Ph.D. in Microbiology, University of Bristol, UK	Microbiology
Chala, Zelalem	Ph.D. in Economics, Virginia Polytechnic and State University, Blacksburg, VA M.S. in Agricultural Economics, Oklahoma State University, Stillwater, OK	Economics
Habbershaw, Glen	M.A. in TESOL, Oklahoma City University, Oklahoma City, OK B.A. in French, Oklahoma City University, Oklahoma City, OK	ESL

1.14 Program Chair Directory

Program of Study	Advisor	Email
General Education	Halil Atabay, Ph.D.	hatabay@fxua.edu
BS in Business Administration	Zelalem Chala, Ph.D.	zchala@fxua.edu
BS in Management Information Systems	Zelalem Chala, Ph.D.	zchala@fxua.edu
BS in Computer Science	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu
Graduate Certificate in Project Management	Zelalem Chala, Ph.D.	zchala@fxua.edu
Graduate Certificate in Information Systems	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu
MS in Accounting	Zelalem Chala, Ph.D.	zchala@fxua.edu
Master of Business Administration	Zelalem Chala, Ph.D.	zchala@fxua.edu
MS in Artificial Intelligence and Machine Learning	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu
MS in Computer Science	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu
MS in Data Analytics	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu
MS in Information Systems	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu
MS in Information Systems Management	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu
MS in Information Technology	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu
MS in International Relations	Zelalem Chala, Ph.D.	zchala@fxua.edu
MS in Management Information Systems	Zelalem Chala, Ph.D.	zchala@fxua.edu
MS in Networking and Cybersecurity	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu
MS in Project Management	Zelalem Chala, Ph.D.	zchala@fxua.edu
Master of Public Administration	Zelalem Chala, Ph.D.	zchala@fxua.edu
MS in Software Engineering	Mayyada Al Hammoshi, Ph.D.	mhammoshi@fxua.edu

English Language for Academic Communication	Glen Habbershaw, MA	ghabbershaw@fxua.edu

1.15 Academic Calendar Fall 2022 – Summer 2023

The academic calendar follows a fall, spring, and summer model.

Degree programs: Fall and Spring semesters are 15 weeks in length, and the two terms comprising the Summer semester are each 8 weeks in length. Fall and Spring semesters are considered "required" terms for attendance purposes and students must maintain continuous attendance to remain enrolled. The Summer semester is considered optional for most students.

The tables below outline the major time periods and events in the academic year.

Fall 2022	**Degree**
	August 22- December 11
	(15 Weeks: 15 Class Sessions)
Registration Opens	3/7/2022
New Student Orientation	8/15/2022
Registration Closes without late registration fee	8/16/2022
First Day of Classes	8/22/2022
Last day to add/drop course(s) – Closed at 5 p.m.	8/29/2022
Labor Day, FXUA is closed	9/5/2022
Last Day to Apply for Program Exit	10/6/2022
Mid-term progress reporting due by faculty	10/17/2022
Last day to withdraw with a grade of "W"	10/30/2022
Make-up Classes for Labor Day	11/21/2022
No classes (reserved for make up sessions)	11/22/2021 to 11/23/2021
Thanksgiving break, FXUA is closed	11/24/2021 to 11/25/2021
Last Day of Class (including the final exams)	12/11/2022
Grades due by faculty	12/13/2022
Grades available on Student Portal	12/19/2022
Winter Break	12/24/2021 to 01/03/2022
Changes to incomplete grades are due to Registrar	3/7/2023

Spring 2023	**Degree**
	January 9-April 23
	(15 Weeks: 15 Class Sessions)
Registration Opens	10/31/2022
New Student Orientation	1/52023
Registration Closes without late registration fee	1/3/2023
First Day of Classes	1/9/2023
Martin Luther King Day, FXUA is closed	1/16/2023
Last day to add/drop course(s) – Closed at 5 p.m.	1/17/2023
Last Day to Apply for Program Exit	2/23/2023
Mid-term progress reporting due by faculty	3/6/2023
Last day to withdraw with a grade of "W"	3/20/2023
Make-up Classes for Martin Luther King Day	4/23/2023
Last Day of Class (including the final exams)	4/23/2023
Grades due by faculty	4/25/2023
Grades available on Student Portal	5/1/2023
Changes to incomplete grades are due to Registrar	5/30/2023

Summer I 2023	Degree
	May 1-June 25
	(8 Weeks: 15 Class Sessions)
Registration Opens	3/6/2023
New Student Orientation	4/27/2023
Registration Closes without late registration fee	4/24/2023
First Day of Classes	5/1/2023
Last day to add/drop course(s) – Closed at 5 p.m.	5/8/2023
Last Day to Apply for Program Exit	5/26/2023
Mid-term progress reporting due by faculty	5/30/2023
Memorial Day -NO CLASSES	5/29/2023
Last day to withdraw with a grade of "W"	6/5/2023
Last Day of Class (including the final exams)	6/25/2023
Grades due by faculty	6/27/2023
Grades available on Student Portal	7/3/2023
Changes to incomplete grades are due to Registrar	7/24/2023

Summer II 2023	Degree
	June 26-August 20
	(8 Weeks: 15 Class Sessions)
Registration Opens	3/6/2023
New Student Orientation	6/22/2023
Registration Closes without late registration fee	6/19/2023
First Day of Classes	6/26/2023
Independence Day Holiday	7/4/2023
Last day to add/drop course(s) – Closed at 5 p.m.	7/6/2023
Last Day to Apply for Program Exit	7/21/2023
Mid-term progress reporting due by faculty	7/24/2023
Last day to withdraw with a grade of "W"	7/31/2023
Last Day of Class (including the final exams)	8/20/2023
Grades due by faculty	8/22/2023
Grades available on Student Portal	8/28/2023
Changes to incomplete grades are due to Registrar	10/9/2023

NOTE: The Academic Calendar is subject to change without prior notice. The latest version of the calendar is available on the university's website.

1.16 Holidays

For the 2022-2023 Academic Year, Fairfax University of America will observe the following holidays, on which there will be no classes and our administrative offices will be closed:

- Labor Day: September 5, 2022
- Thanksgiving: November 24-25, 2022
- Winter Break: December 24-January 3, 2023
- Martin Luther King Jr. Day: January 16, 2023
- Memorial Day: May 29, 2023
- Independence Day: July 4, 2023

Religious Holiday Policy
FXUA seeks to extend hospitality to all persons regardless of race, ethnicity, sexual orientation, and economic or social background. Diversity is valued, and the university is committed to assuring that all persons who enter this community are welcomed and respected. FXUA, a non-religiously affiliated institution of higher education, stands at the same distance to all world religions and does not observe religious holidays of any type other than what the state and federal governments observe officially in the United States. Therefore, all scheduled educational activities and university-sponsored events will take place as scheduled and publicized by our Academic Calendar

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1.17 Course Cancellations or Delays for Emergency Situations

On occasion, course cancellations or delays occur because of inclement weather or other emergency situations. In these instances, the following is observed. The following outline procedures used for cancellations or delays as a result of inclement weather, but they also apply to other emergency situations.

> **Day and Evening Classes**: If inclement weather forces the cancellation of daytime classes or requires a delay in the opening of the university, announcements will be made on all major local television networks and on the university's website. An email will also be sent to all students, staff, and faculty via the university email accounts. SMS alerts are also issued in the event of a cancellation.
>
> **Midday Closing**: A decision to close the university during the day will be made when conditions include a forecast, which could make travel to and from campus unreasonably dangerous. Classes underway at the time a closing announcement is made will be dismissed. If students are engaged in important test-taking or other time-sensitive activities, a class may continue until its scheduled end, per the judgment of the instructor.

In all cases of course cancellation or delay, missed class time will be made up. Instructors are required to schedule makeup classes with their students before the end of the current semester.

SMS Alert System: An SMS Alert System is used to enable our entire learning community to receive emergency alerts and weather-related closings or delays via an SMS Text Message to mobile devices. To enroll in the SMS Alert System text "JOIN FXUA" to 30890.

For other policies or procedures related to emergency situations, please refer to the Emergency Preparedness Plan on the website: https://www.fxua.edu/our-university/about-fxua/institutional-effectiveness/safety-planning/emergency-preparedness-plan/

1.18 Campus Location and Facilities

Fairfax University of America is located in Fairfax, Virginia, in the heart of Fairfax County in Northern Virginia, only 18 miles away from the United States capital, Washington, DC.

1.14.1 Campus Facility

The **Village Drive Building (4401 Village Drive, Fairfax, VA 22030)** houses all administrative, academic, student support departments within the university as well as classrooms, conference centers, and university library.

1.14.2 Classroom Facilities

All of university classrooms are equipped with computers, projection, and sound systems. The computers have high-speed internet connections and can accommodate USB/USBS, CDs, DVDs. The university also provides a large, theater style room, and four computer labs for student use. These labs are equipped with up-to-date hardware and software. Combined, the university has 17 classrooms that will seat 380 students at any given time. The student to faculty ratio is 9:1, and the average class size is seven students. The classrooms and corresponding seat number capacities are listed below.

Classroom	Capacity
VD 103*	18
VD 201	10
VD-202	18
VD-203	18
VD-204	24
VD-205	24
VD-206	18
VD 207	18
VD 208**	12

Classroom	Capacity
VD-209*	18
VD-210	18
VD 211	18
VD-212	18
VD-213*	36
VD-214*	36
VD-215	24
VD-216	52

* Computer Lab
** SCIS Research Lab

1.14.3 Transportation

The campus is conveniently located near two international airports: Dulles International Airport (IAD) in Virginia and Baltimore-Washington International Airport (BWI) in Maryland. Domestic air travel, which includes connecting flights from other international airports in the United States, is also available through the Reagan National Airport (DCA). All three airports have major road and rail links with Fairfax, Virginia.

From IAD (Dulles International) Airport: By car, Take exit 9A toward VA-28 south/Sully Rd. Next, merge onto US-29 north toward Fairfax. Drive for about 4.6 miles, and then turn right onto Village Drive.

By metro/bus: Refer to the Vienna/Fairfax-GMU Metro Station instructions and visit www.wmata.com.

From BWI (Baltimore-Washington International) Airport: By car, Take ramp onto I-195 west. Next, take exit 4B for I-95 south toward Washington. Take exit 27 to merge onto I-495 west toward Silver Spring. After 22.1 miles, take exit 49 for I-66 west toward Manassas/Front Royal. Take exit 57A to merge onto US-50 east toward Fairfax. Turn right onto VA-665. In 0.5mi, turn right onto US-29 south. Finally, turn left onto Village Drive.

By metro/bus: Refer to the Vienna/Fairfax-GMU Metro Station instructions and visit www.wmata.com.

From DCA (Ronald Reagan National) Airport: By car, Get on George Washington Memorial Pkwy. Exit left onto N Spout Run Pkwy toward I-66 west/US-29 west/Arlington/Washington. Turn right onto US-29 south, and then turn left to merge onto I-66 west. Take exit 57A to merge onto US-50 east toward Fairfax. Turn right onto VA-665. In 0.5mi, turn right onto US-29 south. Finally, turn left onto Village Drive.

By metro/bus: Refer to the Vienna/Fairfax-GMU Metro Station instructions and visit www.wmata.com.

The campus is also accessible via public transportation.

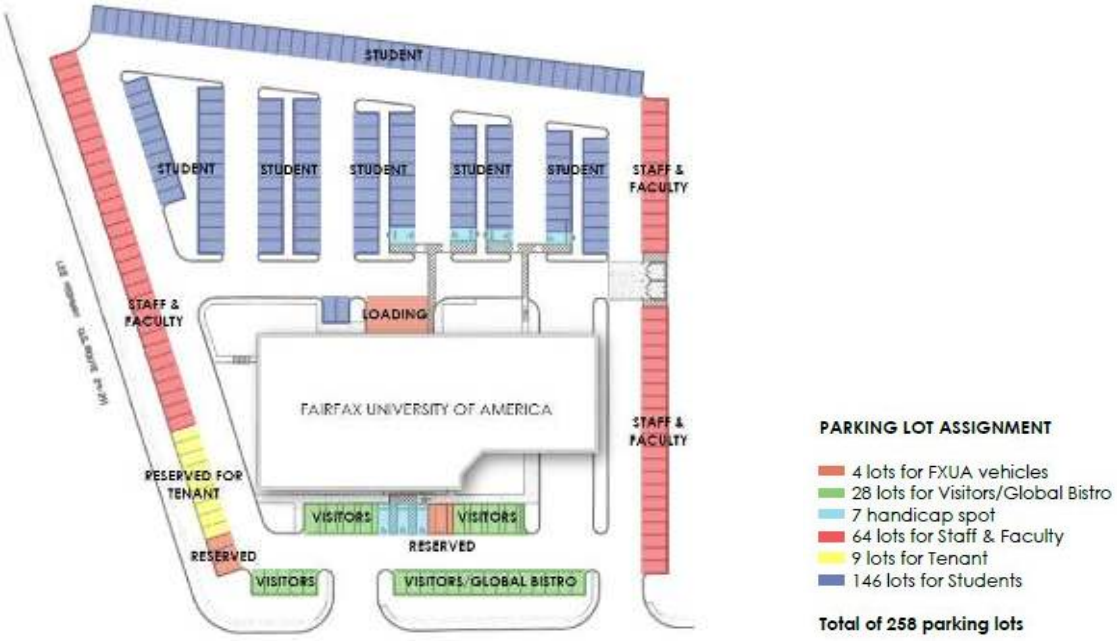
From Vienna/Fairfax-GMU Metro Station:

FXUA is located less than 10 miles away from the Vienna/Fairfax-GMU Metro Rail Station at the end of the Orange line. Walk to Vienna Station & Bus Bay T; Take 1A metro bus towards Ballston; Get off at the intersection of ARLINGTON BV & COVINGTON ST. Take 1C towards West Ox Road & Alliance Drive; Get off at the intersection of GOVERNMENT PKWY & LOWER PARK. Walk to Monument Drive & Cross VA29-Lee Hwy. Monument Drive becomes Village Drive. The building is on the corner.

For additional bus/metro information: Refer to the Vienna/Fairfax-GMU Metro Station instructions and visit www.wmata.com.

1.14.4 Parking

FXUA currently has ample parking for students, faculty and staff at all university locations. Presently, there is no fee to park on campus, though this is subject to change.



2. ADMISSION INFORMATION

2.1 Admission Policies & Procedures

For new applicants for 2022-2023 to a program of study must provide the necessary documentation, as described in detail below. An application will not be considered complete, and thus, will not be reviewed, until all application documents and any fees have been received. Once the completed application and any fees are received, the application is carefully reviewed for admission. Applicants meeting the admission criteria are evaluated with respect to other qualified applicants and are selected accordingly. The following sections outline the admissions requirements.

2.2 General Admission Requirements for Undergraduate Programs

The following materials are required for admission to undergraduate programs at FXUA. All materials must be submitted in English or accompanied by an official third-party translation by a credentialed translator recognized by the American Translators Association, unless otherwise noted. By submitting materials for consideration, applicants are attesting to the validity of these materials.

Undergraduate Admission Materials	General Admission Requirements First Year Students
Admission Application	
Completion of Admission Application	√
Minimum Education Requirements	
Equivalent of High School Completion	Proof of completion of high school or equivalent
Path to Success Program (PSP) Requirements	
PSP Assessments	Next-Generation Reading Test, Next-Generation Writing Test, ESL Tests, WritePlacer Essay, Next-Generation Quantitative Reasoning, Algebra and Statistics Test, Learning and Study Strategies Inventory Assessment, Life101 Assessment, FXUA Transformative Learning and Leadership in Practice (TLLP) Assessment, Workplace Readiness Skills Assessment
Completion of PSP	Certificate of Completion
Proof of Identity and Eligibility	
Documentation of Legal Identification	√
Minimum Age Attestation Requirement	√
Enrollment Agreement	
Enrollment Agreement	√

2.2.1 First Year Undergraduate Admission Requirements

A student may be admitted into an undergraduate program (degree or certificate) of study offered by the university upon satisfying all of the requirements applicable to that program of study, as follows:

1. **Application Form**: All applicants must submit a fully completed online application form. Incomplete applications will not be considered for admission until all necessary information has been received by the Admissions Office; and
2. **Demonstration of Required Education Level:** All applicants must provide evidence of:
    a. (1) proof of high school completion (excluding special diplomas, special education diplomas, modified diplomas, applied studies diplomas, adjusted diplomas, alternative diplomas, certificates of completion/attendance/participation, etc.) via the official transcript showing the date of graduation; or (2) a recognized equivalent of a high school diploma (e.g., a certification that the student has demonstrated high-school level academic skills or an official document from a state authority [to the satisfaction of the school] recognizing that the student has successfully completed secondary school through home schooling as defined by state law). FXUA follows the Commonwealth of Virginia specifications for certifying using an Attestation Form

that students have achieved a High School Diploma; or (3) a copy of the certification evidencing the student's receipt of a recognized equivalent of a high school diploma (GED and scores including a copy of the certification evidencing including any scores or reports of the student's receipt of an equivalent of a high school diploma (GED) approved by a State Department of Education; or (4), an official document from a state authority (to the satisfaction of the university) recognizing that the student successfully completed secondary school through home schooling (as defined by state law) and a home school attestation; or (5) an earned associate's degree or higher from an institution accredited by an organization recognized by the U.S. Department of Education via an official transcript. All materials must be sent directly to the Office of the Registrar for evaluation for admittance; and if applicable.

b. For foreign credentials, applicants must submit document of graduation from high school or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education, or deemed to be equivalent in the case of a foreign transcript. Note that GED Tests cannot be taken online and can only be taken at an official testing center. Applicants submitting international education credentials must provide an official general evaluation from a member of Association of International Credential Evaluators (AICE), or a member of the National Association of Credential Evaluation Services (NACES) to validate equivalency with graduation from the high school and eligibility to enter university in the United States. Applicants must provide documentation of evidence of high school graduation, passing GED scores, or equivalent prior to starting a program.

3. **Path to Success Program:** FXUA has created the Path to Success Program (PSP), its NEW and FREE undergraduate admission process, that caters to the needs of non-traditional modern learners. The online PSP is available to all interested high school graduates or senior students (in their last year of high school) regardless of past academic performance. The PSP gives students an opportunity to learn from past experiences and build the capacities to excel at the next stage of their academic journey. The PSP provides learners with a tailored path to higher education where they can develop the skills to thrive in the 21st century and succeed in college.

   FXUA designed this program for learners who can embody FXUA's core values of Peace, Development, Community, Character and Stewardship and to bridge the gap between where students are and our rigorous academic programs. The PSP is designed to embrace the FXUA philosophy to "foster an empowering learning community that elevates personal and professional growth to inspire students to be transformative leaders in today's multi-dimensional, global society."

   Upon successful completion of assigned PSP categories, students will earn admission to the FXUA undergraduate degree program of their choice. In addition, students will earn micro-credentials for each category they complete and an FXUA certificate of completion. Whether they commit to enrolling at FXUA or not, they will have developed college readiness and study skills, life and social skills, learning and leadership skills, and workplace readiness skills.

   Program Structure: The PSP follows a rigorous structure that guides prospective students through clear steps starting from application submission to program completion.

   a. **Application**: All FXUA prospective students will start by submitting an application form on the institutional portal to enter the program.
   b. **Assessment**: Student applicants will complete brief online assessments that will guide FXUA's efforts to identify prospective students' learning gaps across the program categories and place them in a personalized program path.
   c. **Placement**: Students will be placed in a tailored program path depending on their assessment scores. Our staff will meet with students individually to explain their program path.
   d. **Path**: The PSP will provide self-paced online courses allowing students a great sense of ownership to develop within seven categories. Pre-acceptance: English Language (Preparatory English or ESL), Academic Writing & Research, and Math. Post-acceptance: College Readiness & Study Skills, Life & Social Skills, Transformative Learning & Leadership in Practice Skills, and Workplace Readiness

Skills. With our student-centered approach, we offer highly interactive course materials and activities that focus on self-reflection and real-life application.

e. **Completion**: Upon successful completion of assigned PSP English Language, Math, and Academic Writing and Research categories, students will earn admission to the FXUA undergraduate degree program of their choice. Students must complete the Life and Social Skills, College Readiness and Study Skills, Transformative Learning and Leadership in Practice Skills, and Workplace Readiness Skills assessments and all assigned courses/extracurricular workshops within the first academic year. In addition, students will earn micro-credentials for each category they complete as well as an FXUA certificate of completion and will have developed college readiness and study skills, life and social skills, learning and leadership skills, and workplace readiness skills.

f. **PSP Transfer Waiver**: Applicants transferring from another college or university to FXUA may waive the PSP requirements by meeting the following criteria:
Pre-Acceptance:
   - Minimum of 2.5 cumulative GPA
   - Credit for AP/IB English or minimum of "C" grade in college-level Academic Writing or Equivalent* (This will also eliminate the need for the student to take ENGL 120 as part of their general education requirements.)
   - Credit for AP/IB Precalculus/Calculus or minimum of "C" grade in college-level Precalculus/Calculus or Equivalent* (This will also eliminate the need for the student to take MATH 160 or MATH 165 as part of their general education requirements.)
     *Equivalency determined by PCs and/or appropriate faculty (i.e., subject matter experts).

   Post-Acceptance:
   - Completion of the 13 Workplace Readiness Skills extracurricular workshops will still be required post-admission to FXUA in their first academic year (which aligns with our mission of helping prepare students for summer internships/future job opportunities)
     NOTE: Completion of the CTECS WRS assessment will not be required.
   - Completion of the 10 TLLP courses will still be required within and in addition to the program requirements. Below is the current schedule of course completion per the 4-year course sequence:

	Semester	Course
Year 1	Fall 2022	HUMN 105: Principles of Learning
		HUMN 125: Foundations of Adult Development
	Spring 2023	HUMN 150: Practices of Learning
Year 2	Fall 2023	HUMN 200: Designing Your Life
		TLLP 250: Designing Your Career*
	Spring 2024	TLLP 275: Practices of Social Impact*
Year 3	Fall 2024	INCS 300: Principles of Global Citizenship
	Spring 2025	INCS 325: Practices of Global Citizenship
Year 4	Fall 2025	TLLP 400: Models of Thinking
	Spring 2026	TLLP 425: Practices of Career Planning and Leadership*

** NOTE: TLLP 250, TLLP 275, and TLLP 425 are already included in the fundamental courses section of the program requirements*

4. **Proof of Identity and Eligibility:** All applicants must meet minimum eligibility criteria and must demonstrate legally recognized forms of identification.

a. Minimum Age Requirement: Any applicant who will be 18 years of age or older by the time of the start of the semester in which they intend to begin their studies can apply (please note that PSP admission process does not require age eligibility criteria). Candidates who may be below the age of 18 by the first day of the semester should see the "Minimum Age Requirements for Admission" for more detail/requirements.
b. Identification: Applicants must submit a scan or photocopy of an official government-issued form of identification (for example, a passport or state issued license or identification). Upon admittance and before the first day of class, students must present a copy of an official legal document to their admissions officer to verify the student's identity.

5. **Enrollment Agreement:** Upon successful completion of assigned PSP categories, and prior to final acceptance, applicants must complete the Enrollment Agreement in the application portal. Applicants must read, understand, and agree to the terms of the Enrollment Agreement.

All materials submitted to FXUA as part of the admission process must be true and original documents (including diplomas, transcripts, legal identification, etc.). FXUA may reevaluate applications/submitted materials, and if found to be inaccurate, misleading, or otherwise dishonest, may move to revoke a candidate's admission and/or cancellation of registration or enrollment any time after admittance.

NOTE: Applicants studying on or expecting to be on a student visa must refer to the section on Materials for International Applicants for additional requirements to be issued the required documents for an I-20.

2.3 General Admission Requirements for Graduate Programs

The following materials are required for admission to graduate programs at FXUA. All materials must be submitted in English or accompanied by an official third-party translation by a credentialed translator recognized by the American Translators Association, unless otherwise noted. By submitting materials for consideration, applicants are attesting to the validity of these materials.

FXUA uses a holistic evaluation model and understands that every applicant has their own unique qualities and abilities that they would contribute to our learning community. Our goal is to recruit a diverse student body that reflects diversity of thought, mind, and worldview, but that also have a goal of making a positive impact on the world around them. To this end, we look for candidates who wish to be positive changemakers and have a drive and passion to help uplift others within their communities. Accepted candidates will clearly understand our mission and values.

Graduate Admission Materials	**General Admission Requirements**
	New Graduate Students
Admission Application	
Completion of Admission Application Form	√
Minimum Education Requirements	
Completion of an accredited post-secondary degree or advanced degree	Official transcripts from colleges or universities attended
Minimum Program Eligibility	
English Proficiency	√
Completion of any Required Foundation Coursework or Content-Area Knowledge	√ or additional requirements for *Program Pre-requisites* will be assigned upon acceptance
Character and Experiential Readiness	
Statement of Purpose	√
Resume/CV	√
Letters of Recommendation	√ (2 letters of recommendation)
Proof of Identity and Eligibility	

Documentation of Legal Identification	√
Minimum Age Requirement	√
Enrollment Agreement	
Enrollment Agreement	√

2.3.1 Graduate Admission Requirements

A student may be admitted into a graduate program (degree or certificate) of study offered by the university upon satisfying all of the requirements applicable to that program of study, as follows:

1. **Application Form**: All applicants must submit a fully completed online application form. Incomplete applications will not be considered for admission until all necessary information has been received by the Admissions Office; and
2. **Minimum Education Requirements:** All applicants must provide evidence of a baccalaureate degree or higher awarded by an educational institution located in the U.S. that is accredited by an accrediting agency recognized by the U.S. Department of Education, or an educational institution located outside the U.S. that is accredited or similarly acknowledged by an agency deemed acceptable at the discretion of the university; Unofficial transcripts may be submitted in the application process, but official transcripts must be received in order to be fully admitted to the program. There is no formal cutoff for a GPA; rather, a candidate's transcript will be viewed in a holistic manner as one part of the overall application; and
    a. Applicants submitting international education credentials must provide an official course-by-course evaluation from a member of Association of International Credential Evaluators (AICE), or a member of the National Association of Credential Evaluation Services (NACES) to validate equivalency with graduation from an undergraduate or graduate program and eligibility to be admitted in graduate program in university in the United States. If transcripts from the institution are issued in a foreign language as well as in English, applicants will only be required to submit the English version.
3. **Minimum Program Eligibility:** Applicants must demonstrate initial college readiness as evidenced by the following:
    a. Demonstration of English proficiency (see English Proficiency Requirements).
    b. (If applicable) Some programs require foundational knowledge in the content area called "Program Pre-Requisites." In instances in which some content-area background knowledge would be required, the faculty designate special "program prerequisite" courses aimed at providing this foundational knowledge. Program prerequisite courses are courses that the faculty within a discipline have deemed necessary for entry into a program of study. These may be required in instances in which, including but not limited to, a student wishing to pursue a graduate degree in a content area other than that of their undergraduate degree, and/or in instances in which certain fundamental coursework may not have been taken at the undergraduate level or a prior advanced degree. In the admission process, faculty from the program will review any prior degrees and/or coursework (if the prior degree[s] were not in the specific content area), and may designate required Program Pre-Requisites, which would be addition required coursework that the student must complete. Refer to the relevant sections of the catalog for the program of interest regarding in required program pre-requisites, as well as FXUA's Program Pre-Requisite policy.
4. **Character and Experiential Readiness:** FXUA is looking for committed students who wish to be changemakers and innovators who make a positive impact on the world around them. In order to understand an applicant's potential, the following must be provided:
    a. Statement of Purpose: Each applicant is expected to write a statement of purpose, which includes two parts. While there is no specific word limit, we recommend that the statement be around 500-1,000 words, double-spaced. Avoid vague responses, as this may not provide a full picture to the committee reviewing your materials. Also remember that your statement of purpose and any other written documents

represent you on paper, so you should proofread your work. Make sure your name is included in the statement.

In the first part, describe your professional work experience and your professional trajectory. Explain your motivations for entering the program and how you hope to leverage your education from FXUA to be a positive changemaker upon completion. Focus on concrete examples of how you have made an impact on others, affected positive change in the workplace, and/or plans for the future to do so.

In the second part, explain more about yourself, your academic interests, extracurricular interests, unique talents, how you will enhance the FXUA learning community. Write about any social justice efforts, community service, or other representations of you as a positive social change agent in your community. Reflect on the university's values below and how you represent them now in your own personal or professional life and how you hope to apply these values to make a positive impact once you complete your degree.

Our values:

- **Peace**: The foundations on which we build collective prosperity, healthy communities and human fulfillment.
- **Character**: The expectation that all leaders should make brave decisions in good faith and in a principled way.
- **Development**: The process by which we reach our potential, as human beings and societies.
- **Stewardship**: A sense of responsibility and care towards all people and things that depend on us.
- **Community**: A sense of belonging to something bigger than ourselves - be it global, national or local.

b. Resume/CV: Applicants must submit a current version of their resume or CV in any format that might be used for a traditional job search. We recognize that there are a variety of global templates for CVs, as well as levels of experience with creating one. While customary in some settings, please do not include your photo, date of birth, gender, marital status, or other similarly protected statuses, as these are not used as a basis for admission. Minimally provide your prior work experience, education level, and any relevant skills.

c. Letters of Recommendation: Provide two letters of recommendation from individuals who can speak to your unique qualities and ability to be a changemaker. This can be a teacher, faith leader, volunteer coordinator, supervisor, or anyone who may be able to speak to your abilities. While we would accept letters of recommendation in any form, those that speak to your manifestation of, or ability to represent FXUA's values will have most impact.

5. **Proof of Identity and Eligibility:** All applicants must meet minimum eligibility criteria, and must demonstrate legally recognized forms of identification.
   a. Minimum Age Requirement: All applicants must be 18 years of age or older by the time of the start of the semester in which they intend to begin their studies.
   b. Identification: A scan or photocopy of a government issued form of identification official government-issued photo identification (for example, a passport or state issued license or identification). Upon admittance and before the first day of class, students must present a copy of an official legal document to their admissions officer to verify the student's identity.
6. **Enrollment Agreement:** Applicants must complete the following:
   a. Enrollment Agreement: Applicants must read, understand, and agree to the terms of the enrollment agreement.
7. **OPTIONALLY**, applicants who wish to supply more information about their application, including any of the following, can do so to supplement their materials:

a. Applicants may request an interview to address any other items that may not already be evident from the documents submitted.
b. If you faced difficulties or circumstances that might help the admissions committee to understand your transcript(s) or grades from your prior education, please submit a statement explaining these circumstances.
c. Submit a portfolio of work that you have done that might enhance our understanding of your professional abilities. This could include materials created as part of your work experience, special projects that you worked on as part of your employment, or other similar items.
d. Submit a portfolio of academic work that you have done that might enhance our understanding of your academic abilities. This could include materials created as part of your high school experience including any special projects that you may have participated in.

NOTE: Applicants studying on or expecting to be on a student visa must refer to the section on Materials for International Applicants for additional requirements to be issued the required documents for an I-20.

2.4 Non-Degree Status Admission Requirements

Applicants for non-degree status must meet the minimum admission requirements at the level of the degree, course, or program specified above. Enrollment as a non-degree student does not guarantee acceptance into the degree or program.

Registration is permitted on a space-available basis. Students must understand that they cannot graduate from any program or receive any degree in non-degree status. Non-degree students must follow and meet the same academic standards as degree-seeking students. Courses in which non-degree students enroll are subject to all regular tuition and fees. The university does not issue I-20s for non-degree study.

If a non-degree-seeking student wishes to change their status to degree seeking, the student must apply to the university through the regular admission process with the Admissions Office.

A maximum of 12 credits from non-degree study can be transferred to a graduate level program at the university; a maximum of 18 credits from non-degree study can be transferred to an undergraduate level program at the university.

2.5 Withdrawn Student Re-admission Requirement

Students who have withdrawn from the university and:

- withdrew more than 180 days before the intended re-admit semester begins will need to apply to the university as a new student by the regular admission process. These students must meet all admission requirements at the time of their reapplication and would be bound by the program requirements at the time of their readmission under the Academic Catalog at the time of re-entry.
- withdrew less than 180 days before the intended re-admit semester begins can be re-admitted to the same program from which they withdrew through the re-admission process. These students would be re-admitted under their original catalog. If a student wishes to be re-admitted to the new academic catalog, they can do so by applying as a new student through the regular admission process.

2.5.1 Re-admission Process

To be re-admitted, the student would need to complete a new enrollment agreement and submit a clearly defined Completion Plan. This statement must explain the circumstances behind the initial withdrawal, any mitigating circumstances that have occurred since the withdrawal, how the student intends to overcome any previous obstacles to complete the degree in a timely manner, and a clearly defined anticipated plan for degree completion with timelines and goals.

Students who were on an academic warning, or academic probation at the time of their withdrawal, will be placed back on those statuses and the same requirements will apply, upon successful re-admission. Students

who were on academic probation will be conditionally accepted with the understanding that the student will submit a revised academic plan, approved by their academic advisor, to the Registrar's Office to complete enrollment.

2.6 Submission of Admission Documents

Documents submitted as part of the application process are done electronically via the admission portal and/or physically in the case of certain documents that may not be transmissible in electronic format (for example, some official transcripts, letters of recommendation, etc.).

All materials submitted to FXUA as part of the admission process must be true and original documents (in submission of documents including transcripts, credentials; legal identification, any submitted test results, letters of recommendation, etc.), of the candidate's own work (in submission of documents intended to be created by the candidate including the statement or purpose, required essays, resume/CV, or other supplemental materials), and that all otherwise submitted/transmitted to FXUA be truthful and accurate. All submitted materials become educational records, regardless of acceptance status, and are maintained by the university following its record retention policy. FXUA may reevaluate applications/admitting materials, and if found to be inaccurate, misleading, or otherwise dishonest, may move to revoke a candidate's admission and/or cancellation of registration or enrollment any time after admittance.

2.7 Changes in Admission Criteria

On rare occasion, admission requirements could change after a student is accepted by prior to the semester in which they enroll. While the university wishes to honor its acceptance, the admission criteria must be met for the semester in which an applicant would begin their program. Should a change in the admissions requirements occur after the time of acceptance but prior to the start of the semester, the applicant must meet the new admissions requirements. Admission officers will work with the applicant to help with collecting their admission materials.

2.8 English Proficiency Requirements for Graduate Programs

2.8.1 Evidence of Sufficient English Language Proficiency

English is the language of instruction at Fairfax University of America, and therefore international applicants must provide evidence of English language proficiency to ensure that their communication skills are sufficient for effective class participation and completion of course assignments. Fairfax University of America English language proficiency requirements may be demonstrated through any of the following options:

Option 1: Submit a valid test score from an acceptable standardized test. Official language proficiency scores more than two years old will not be accepted as proof of language proficiency. Applicants can submit TOEFL, IELTS, and PTE scores directly to FXUA. In order to send scores to FXUA, use the following methods:

- **TOEFL**: When scheduling/completing the TOEFL, applicants can enter FXUA's institutional code: 7137. The scores will be sent directly to FXUA.
- **IELTS**: When scheduling an IELTS exam, applicants can elect to send the scores directly to FXUA. Applicants can search for "Fairfax University of America" or they can directly enter in the information for the university: Fairfax University of America, Office of Admissions, 4401 Village Drive, Fairfax Virginia, 22030. If an applicant has already taken the exam, they can contact the testing center to have the record released directly to FXUA.
- **PTE**: Through Pearson's PTE portal, applicants can search for "Fairfax University of America" or they can directly enter in the information for the university: Fairfax University of America, Office of Admissions, 4401 Village Drive, Fairfax Virginia, 22030.

NOTE: FXUA offers the Accuplacer English Proficiency/Placement Test. For tests scheduled by FXUA, scores are obtained by FXUA from the ACCUPLACER portal and submitted to the admissions officer directly.

Graduate Level English Proficiency Requirements:

Test	Minimum Score
Test of English as a Foreign Language (TOEFL)	Internet-based (iBT): 80 (or equivalent); sub-scores must be 20 or higher
International English Language Testing System (IELTS)	Academic overall band score: 6.5, with no less than 6.0 on all subtasks
Pearson Test of English (PTE)	59 or higher
FXUA English Proficiency/Placement Test	Degree Track: 90%

Option 2: Proof of prior study in English. Provide an official transcript indicating completion of a minimum of 18 credit hours (graduate level) or 24 credit hours (undergraduate level) from an accredited United States post-secondary institution at which the language of instruction was English, including at least one course in English composition, academic writing, or a similar subject. The GPA for those credits, must not be lower than C-level.

Option 3: Completion of a High School Curriculum. Completion of four years of study in a United States accredited high school, or International Baccalaureate, a Caribbean Examinations Council Secondary Education Certificate, or a United Kingdom high school. The entire curriculum must be offered exclusively in English (not in ESL). Official proof of high school completion must be provided.

Option 4: Provide evidence that the applicant attended high school or college in selected English-speaking countries or educational systems of the following countries. If you earned your bachelor's, master's, or doctorate degree in its entirety in one of the following countries, and can provide an official transcript, you meet the English Proficiency requirements. FXUA reserves the right to require a student to take the English Placement Test when there are reasonable doubts as to the authenticity of either submitted standardized test scores or the degree of the English proficiency evidenced by other documentation. Specific countries include: the United States, Puerto Rico, the U.S. Virgin Islands, Guam, Northern Mariana Islands, and American Samoa, anglophone Canada (except Quebec), Australia, Ireland, Ghana, Kenya, Liberia, New Zealand, South Africa, the United Kingdom, and following Caribbean countries: Anguilla, Antigua & Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, Saint Helena, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & Grenadines, Trinidad & Tobago, and Turks & Caicos Islands..

Please note:

- International applicants must meet the English proficiency requirements prior to acceptance.

2.8.2 FXUA's English Proficiency Exam

The English proficiency exam, ACCUPLACER, is used to determine if a student has sufficient English proficiency for their degree. The required percentage that a student would need to meet in order to demonstrate English proficiency is 90% for graduate applicants. All undergraduate applicants must take the Path to Success Program (PSP) English Assessment. The ACCUPLACER test result is valid for 12 months.

The ACCUPLACER test for English proficiency includes standard multiple-choice questions that are randomized so that a student is unlikely to receive the same question if they were to take it more than once. The exam includes four parts:

- Grammar (multiple choice)
- Reading (multiple choice)
- Vocabulary (multiple choice)
- Writing (written portion)

The multiple-choice portions of the exam are scored by the ACCUPLACER system automatically. The written portion requires an individual to evaluate the written work. This is done by an ACCUPLACER grader. FXUA receives the results from the ACCUPLACER system.

2.9 Materials for International Applicants

According to the US Department of Education, an international student is defined as an “individual who is enrolled for credit at an accredited higher education institution in the U.S. on a temporary visa, and who is not an immigrant (permanent resident with an I-51 or Green Card), or an undocumented immigrant, or a refugee."

2.9.1 Proof of Official Identification Requirements for International Applicants

Each international applicant is required to submit a legible copy of an official, government-issued passport from their country of origin.

2.9.2 Required Financial Support Documents for International Applicants

For F-1 visa applicants, evidence of Financial Ability and sponsorship documents are required to issue an I-20 or DS-2019. The University is required by law to verify that a student has the funds to cover the cost of their academic program.

Note: The Estimated Annual Educational Costs can be found on the University Statement of Financial Support Sheet.

Supporting Documents for Self-Sponsored Students

The student should submit an original signed letter from a bank (issued within 3 months) or a bank statement (within 3 months) that indicates the currently available balance in the student’s personal savings or checking bank accounts. Accounts other than personal savings or checking are not accepted.

Self-Sponsored Students: needs to complete, sign and submit the University of Statement of Financial Support.

Supporting Documents for Sponsored Students

The sponsor needs to submit the FXUA Statement of Financial Support (for an overseas and self- sponsor) or I-134/Affidavit of Support (for US Sponsor):

- Sponsor(s) who ARE NOT U.S. citizens or permanent residents: needs to complete, sign, and submit the University of Statement of Financial Support.
- Self-Sponsored Students: needs to complete, sign and submit the University of Statement of Financial Support.
- Sponsor(s) who ARE U.S. citizens or permanent residents: needs to complete and sign the USCIS form I-134 “Affidavit of Financial Support”. The form is available at: https://www.uscis.gov/sites/default/files/document/forms/i-134.pdf

The Sponsor needs to submit an original signed letter from a bank (issued within 3 months) or a bank statement (issued within 3 months) that indicates the current available balance in the personal savings or checking bank accounts. Accounts other than personal savings or checking are not accepted.

Application Fee

There are no application fees.

2.10 Recognition of Foreign Degrees

In recognition that education systems around the world differ, FXUA wishes to ensure that students having received degrees or diplomas from non-US universities are treated in a way that is considerate of how these systems vary, while also ensuring the quality of students entering programs offered by the university. In doing so, FXUA recognizes degrees or coursework from non-US universities as outlined below.

Bachelor's degrees from foreign universities must come from institutions that are accredited by the host country's government or proper higher education authority, and must be equivalent to the completion of a four-year program of study at a US college or university with a minimum of 120 semester credits. Those who have obtained a bachelor's degree from abroad with less than 120 semester credits will be considered for conditional acceptance into a graduate program and will be required to make up the credit difference.

2.10.1 Foreign Degree/Transcript Evaluation

All applicants seeking admission to a program of study at the university with a degree from a non-U.S. institution must comply with the following requirements:

- GRADUATE DEGREE: Applicants being admitted to a program leading to a graduate degree, certificate, or diploma shall include graduation from bachelor's degree program, its equivalent, or a higher degree (i.e., master's degree) from an institution accredited by an agency recognized by the U.S. Department of Education. Applicants submitting international education credentials must provide an official course-by-course evaluation from a member of Association of International Credential Evaluators (AICE), or a member of the National Association of Credential Evaluation Services (NACES) to validate equivalency with graduation from an undergraduate or graduate program and eligibility to admit in graduate program in university in the United States. If transcripts from the institution are issued in a foreign language as well as in English, applicants will only be required to submit the English version.
    - When submitting an evaluation based upon an official transcript from one of the aforementioned organizations, the university will recognize the evaluation as proof of the official transcript. In this instance, the selected vendor would indicate whether the evaluation was done based upon original/verified/authenticated/validated and secure documents received directly from or verified by the issuing institution, or otherwise viewed as an "official" transcript".
    - When submitting an evaluation based upon an unauthenticated/unverified copy of transcript from one of the aforementioned organizations, the student will be required to submit an official transcript to the university registrar's office before the end of add/drop period. Applicants who are unable to provide verified documents will be dismissed from the university on the last day of add/drop.
        i. The university will recognize transcripts as official if they are provided physically to the Office of the Registrar in a sealed envelope directly from the issuing institutions; or if they are provided electronically to the Office of the Registrar (registrar@fxua.edu) from a secure site or email address formally linked to the issuing institution or trusted sender. The official transcript will be reviewed against the evaluated version. If the two documents match, the Office of Registrar will include the transcripts with the evaluation and consider them to be verified documents.
        ii. In the event that a student is unable to provide an official, sealed transcript (following i above), the student may provide an opened, original transcript for review to the Office of the Registrar.
            1. The opened, original transcript must be printed on authentic, secure transcript paper issued by the applicant's prior educational institution.
            2. The opened, original transcript will be reviewed against the evaluated version. If the two documents match, the Office of Registrar will use the opened/original version of transcript as verified documents.
            3. The student will also be required to submit a notarized attestation of the originality of the documents. The registrar will keep an electronic copy of the transcript, evaluation, and a copy of the attestation in the university student system (for example, transcript, diploma, etc.).

        NOTE: The university is unable to accept electronic transcripts that are not from an issuing institution's official secure site, email address, or another trusted sender (known and approved electronic credential services). Email strings that include an attachment of a transcript, even if they appear to have originated at the issuing institution, cannot be accepted for security reasons.

- UNDERGRADUATE DEGREE: Applicants being admitted to a program leading to an undergraduate degree, certificate, or diploma shall include graduation from high school or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education. Applicants submitting international education credentials must provide an official general evaluation from a member of Association of International Credential Evaluators (AICE), or a member of the National Association of Credential Evaluation Services (NACES) to validate equivalency with graduation from the high school and eligibility to enter university in the United States
    - When submitting a general evaluation based upon official academic credentials (transcript, diploma, or other evidences of completion of a secondary education that would be recognized by their home country's Ministry of Education or its recognition body) from one of the aforementioned organizations, the university will recognize the evaluation as proof of the official transcript. In this instance, the selected vendor would indicate whether the evaluation was done based upon original and secure documents received directly from the issuing institution, or otherwise viewed as an "official" transcript".
    - When submitting a general evaluation based upon a copy of academic credentials (transcript, diploma, or other evidences of completion of a secondary education that would be recognized by their home country's Ministry of Education or its recognition body) from one of the aforementioned organizations or if an evaluation report does not state whether the evaluation was done using an official document, the applicant will be required to submit an official academic credentials to the university registrar's office before the end of add/drop period. Applicants who are unable to provide verified documents will be dismissed from the university on the last day of add/drop.
        i. The university will recognize transcripts as official if they are provided physically to the Office of the Registrar in a sealed envelope directly from the issuing institutions; or if they are provided electronically to the Office of the Registrar (registrar@fxua.edu) from a secure site or email address formally linked to the issuing institution or trusted sender. The official transcript will be reviewed against the evaluated version. If the two documents match, the Office of Registrar will include the transcripts with the evaluation and consider them to be verified documents.
        ii. In the event that a student is unable to provide an official academic credentials (following i above), the applicant may provide an original academic credentials for review to the Office of the Registrar.
            1. The original academic credential must be printed on authentic, secure transcript paper issued by the applicant's prior educational institution; or an otherwise officially issued document from the prior educational institution
            2. The original document will be reviewed against the evaluated version. If the two documents match, the Office of Registrar will use original version of academic credentials as verified documents.
            3. The student will also be required to submit a notarized attestation of the originality of the documents. The registrar will keep an electronic copy of the original academic credentials and a copy of the attestation in the university student system (for example, transcript, diploma, etc.).

        NOTE: The university is unable to accept electronic transcripts that are not from an issuing institution's official secure site, email address, or another trusted sender (known and approved electronic credential services). Email strings that include an attachment of a transcript, even if they appear to have originated at the issuing institution, cannot be accepted for security reasons.

For a transfer student, who was once admitted to a degree program by an accredited degree-granting institution in the U.S.A., FXUA does not require foreign credential evaluation as a part of the admission process. An original transcript from the U.S institution is needed to prove that the student was admitted to a degree program and as well as to process transfer credit towards FXUA.

2.11 Minimum Age Requirements for Admission

Any student who is not at least 18 years of age and has not yet received a high school diploma (or its equivalent) from a recognized institution on or before the first day of the semester will not be permitted to enroll in a degree program with Fairfax University of America.

Any student who is not at least 18 years of age, but who is a minimum of 16 and has received a high school diploma or its equivalent from a recognized institution must meet the following requirements before enrolling in a program. As well as the student meeting all of the requirements for the program in which they are applying for, a parent or the legal guardian of the student must meet all of the following criteria:

- Must complete, and submit the Parent/Guardian Minor Consent Form (available in a student's application portal)
- Lives within commuting distance of the campus (not to exceed 50 miles)
- Agrees to financially sponsor the student
- Will provide housing for the student while they are under the age of 18

2.12 Changing Expected Start Date for Admission

Accepted candidates who need to change/defer their anticipated start date for admission may do so for the immediate next semester (for example, changing their anticipated start date from Fall to Spring) within the same academic year; however, in the event that admissions criteria change from one semester to another, and if the expected start date for an application is changed, applicants would be required to meet the minimum standards for the new semester in which they attend to start. In the event that these admission standards or the format of the application has changed, a new application may be required. The applicant would be contacted if a new application or additional materials are required for admission.

To request a change to the anticipated start date, applicants must contact the Admissions Office.

2.13 Denial of Admission

Admission decisions are made using a variety of factors including the merits of an applicant's dossier, completeness of the application, space and availability in the program, etc. Automatic denials of admission may occur if an applicant knowingly falsifies, alters, or plagiarizes elements of their application dossier.

In the event that an applicant is denied admission to a program of study, the Admissions Office will communicate the denial to the student promptly. In most cases (except for those related to an applicant falsifying, altering, or plagiarizing elements of their previous application), applicants are welcome to reapply if they have been denied previously. If a previously denied applicant reapplies to the university, they are encouraged to take care in addressing any potential deficiencies in their original application.

2.14 Readmission

A student whose studies are interrupted for any reason for a period of more than 180 days, and who has been placed in a withdrawn status from the university, must reapply for admission to the university. Students who are readmitted to the university are subject to the academic requirements and regulations in effect at the time of their readmission. See the Withdrawn Student Re-admission Requirement for more details.

2.15 U.S. Service Members or Veterans

U.S. Service Members or Veterans who apply to become students must meet the same Admissions criteria that applies to all applicants. Transfer credit is not currently awarded at FXUA for any applicant. Upon the student's ability to satisfy of all of the above requirements with respect to their selected program of study, FXUA will promptly notify the student that they are admitted into that program of study at the school and correspond with the Department of Veterans Affairs for education benefits to be used.

2.16 Special Circumstances Policy

For students who may not be able to present required official transcript(s) and/or diploma(s) for credential evaluation due to political refugee or asylum status, fear of persecution in requesting documentation, or political (or otherwise) situations that result in closure of previous institution(s). As such, it may be necessary to employ an alternative method of educational verification. Please contact the Office of Admissions for additional information.

2.17 Non-Discrimination Statement and Policy

Fairfax University of America does not discriminate on the basis of race, color, creed or religion, language identity or mother tongues, national or ethnic origin, ancestry, sex, sexual orientation, gender identity, gender expression, marital or other familial status, age, genetic information, physical or mental disability, status as a protected veteran, or any other non-merit factor in the admission to, participation in, or employment in the programs and activities which the University operates.

2.18 Presidential Scholarship

The Fairfax University of America Presidential Scholarship is a full-tuition scholarship program awarded to qualified degree-seeking students driven to become next-generation changemakers in the global community. The scholarship covers all tuition costs, excluding prerequisites, textbooks and all other applicable fees, leading to an FXUA Bachelor's degree or Master's degree as defined by the current Academic Catalog.

Awardees must remain in compliance with all scholarship program policies as well as all policies outlined in the current FXUA Academic Catalog – including the Code of Academic Excellence as defined in the Academic Integrity Policy.

2.18.1 Undergraduate Students

In order to receive Presidential Scholarship program consideration, undergraduate students:

- MUST be successfully admitted into an FXUA degree program for Fall 2022 or Spring 2023 semesters and complete all pre-enrollment requirements specified in the current FXUA Academic Catalog. Specifically, undergraduate awardees must successfully complete the Path to Success Program (PSP).
- MUST, upon receiving an award letter, sign the Presidential Scholarship Policy Agreement Form, which details the policy, requirements, and other relevant information.

Awardees must maintain a minimum of 2.75 CGPA for the duration of enrollment. Awardees with a CGPA less than 2.75 at the end of any semester will have one probationary semester to meet the requirement. Awardees who do not meet the requirement after the probationary semester will have the scholarship withdrawn for future semesters. A student whose scholarship is withdrawn due to ineligibility is subject to current FXUA tuition costs at the time of withdrawal and all other applicable fees for future semesters. Former awardees are not eligible to re-apply.

Along with exceptional academic performance, awardees will also be required to enroll in specific number of workshops that have a positive impact. In the final semester of study, awardees will present a portfolio of annually accumulated personal and professional growth experiences to the Office of Student Experience and Personal Development.

Awardees will complete an annual electronic Scholarship Renewal Form and upload supporting documents to show that the requirements were met. The Presidential Scholarship Committee determines annual renewal decisions and approvals.

2.18.2 Graduate Students

In order to receive Presidential Scholarship program consideration, graduate students:

- MUST successfully complete the admissions process and be admitted into an FXUA degree program for Fall 2022 or Spring 2023 semesters.
- MUST, upon receiving an award letter, sign the Presidential Scholarship Policy Agreement Form, which details the policy, requirements, and other relevant information.

Awardees must maintain a minimum of 3.0 CGPA for the duration of enrollment. Awardees with a CGPA less than 3.0 at the end of any semester will have one probationary semester to meet the requirement.

Awardees who do not meet the requirement after the probationary semester will have the scholarship withdrawn for future semesters. A student whose scholarship is withdrawn due to ineligibility is subject to current FXUA tuition costs at the time of withdrawal and all other applicable fees for future semesters. Former awardees are not eligible to re-apply.

Along with exceptional academic performance, awardees will also be required to enroll in specific number of workshops that have a positive impact. In the final semester of study, awardees will present a portfolio of annually accumulated personal and professional growth experiences to the Office of Student Experience and Personal Development.

Awardees will complete an annual electronic Scholarship Renewal Form and upload supporting documents to show that the requirements were met. The Presidential Scholarship Committee determines annual renewal decisions and approvals.

3 FINANCIAL INFORMATION

3.1 General Guidelines

By registering for classes, FXUA students accept responsibility for all semester charges that should be paid in full by the payment deadline each term to avoid financial penalties. Students are responsible for checking their billing information through their Student Portal and keeping their contact information up to date. Students can withdraw from the classes they do not intend to complete by contacting the Registrar's office. Please refer to the University's add/drop/withdrawal policies and refund dates in the Academic Calendar.

3.2 Tuition Rates

The following tuition and fee structure are effective for the 2022-2023 academic year. Tuition and fees are subject to change.

On-Ground Degree and Certificate Programs

Level/Program	Cost Per Credit	Cost Per 3-Credit Course
Graduate	$726.00	$2,178.00
Undergraduate	$422.00	$1,266.00
ELAC	$630 / course	$1,260 / level

Online Degree and Certificate Programs

Level/Program	Cost Per Credit	Cost Per 3-Credit Course
Graduate	$508.00	$1,524.00
Undergraduate	$392.00	$1,176.00

Generally, courses are three-credits unless otherwise specified**.** Courses that may have credit structures that differ from the standard can be calculated by multiplying the number of credits by the cost per-credit for the degree level. The total Undergraduate Tuition per semester will not exceed $6,330 up to 21 credits hours.

A full-time course load varies based upon the degree level.

The total number of credits for each degree level generally conform to the following unless otherwise specified in the program section of the academic catalog:

- Undergraduate Degrees are 120 semester credit hours
- Graduate Degrees are 36 semester credits
- Graduate Certificates are 18 semester credit hours

3.3 University Fees

3.3.1 Fees

All fees are non-refundable.

FEE	DESCRIPTION	APPLIES TO:	AMOUNT
English Proficiency Test Fee	This fee is charged if a student takes the English proficiency/placement exam. There is a charge for each time that a student takes the exam.	Remote Placement Test	$55.00
PSP Administration Fee	This fee is charged when a student does not complete the required PSP academic remediation course for Prep English/ESL, Math or Academic Writing/Research prior to the last day of classes of the first semester.	All Undergraduate Students	$170
Tuition Payment Plan Fee	Applies to students who wish to finance their tuition in installments. This fee is charged per installment.	All Students	$30.00

Transcript Request Fee	This fee is charged to students who request an official FXUA transcript. This fee is charged per transcript. Processing refers to internal production of the transcript in preparation for mailing; mailing times vary based upon the student's chosen mailing speed. Factor in mailing time on the order.	Standard processing (5 business days)	$10.00
		Expedited processing (2 business days)	$25.00
Document Mailing Fee	This fee is charged when students request official documents to be sent via mail (for example, I-20 documents, transcripts, diplomas or certificates, etc.).	Regular USPS Mailing (domestic only)	No charge
		Domestic Courier Service	$35.00
		International Courier Service	$100.00
Program Exit Application Fee	This fee is charged when the student nears completion of their program and intend to complete or graduate. This fee is not associated with the commencement ceremony, and is charged regardless of the student's intention to participate in the commencement. The fee covers costs of diploma/certificate creation, processing, and mailing. Any diplomas or certificates returned to the school as undeliverable will incur an additional Document Mailing Fee if the university needs to send the diploma/certificate to the student.	All Graduates	$150.00
Diploma Replacement Fee	This fee is charged if the student requests an additional or replacement diploma.	All Students	$50.00
Change of Program or Specialization Fee	Required for change of program of study or a change of concentration for existing students.	All Students	$20.00
FXUA ID Replacement Fee	This fee is charged per replacement card.	All Students	$10.00
Late Payment Fee	This fee is charged for tuition payments paid after the payment deadline. This fee may not exceed $500.00.	All Students	3% of outstanding balance due at the time of payment
Check Return Fee	Applies only if check received is unpaid by the bank.	All Students	$45.00
Credit Card Charge-Back Fee	Applies if payment made by credit card is charged-back.	All Students	3% of the charged-back amount
Wire Transfer Refund Fee	Charged if a refund is requested to be paid via a wire transfer.	International Wire	$45.00
		Domestic Wire	$35.00

3.4 Living and Other Expenses

Tuition and fees vary depending on multiple factors including, but not limited to, the program and level of study, course enrollment, and other specific circumstances. Funds for living and other expenses (supplies, room, and board, etc.) are not included. Students should plan to cover these expenses based upon their individual projected needs. Below is rough estimation, intended only as a guidance. Actual expenses will vary depending on individual needs. Use the Net Price Calculator on the website to estimate your cost of attendance.

Expenses	Explanation	Estimated Amount
Living	The approximate cost for an individual student living in the Washington, D.C. metropolitan area.	$12,680 per academic year (9 months)

Textbook	Textbook expenses are not included in the cost of tuition. Students must obtain their textbooks before the course add/drop period.	Students are encouraged to order their textbooks from their preferred vendor after price comparing new, used, and rental options. Textbook lists can be found on the FXUA Textbook List: https://www.fxua.edu/library/fxua-textbook-list/

3.5 Payment Information

3.5.1 Payment Procedures

Student tuition and fees are due in full by the first day of classes each semester. Students must pay the billed amount in full as scheduled to avoid financial penalties. It is the student's responsibility to review the Student Portal to verify class registration, balance due, and payment deadlines. A student may not proceed from one semester or session to the next without having fully paid all outstanding tuition, fees and other charges or payments owed to the university. Any exceptions must have prior approval of the administration.

Students are responsible for activating and checking their campus e-mail accounts to receive official university communications. Failure to receive an email reminder about pending charges does not waive the requirement for making payment by the payment deadline each semester.
Payments received are applied to the oldest outstanding balance first. Ample time should be allowed for payments to be processed.

3.5.2 Making a Payment

The Student Accounts Office strives to make bill payment as easy as possible for students. For convenience, students are able to make payments in the following ways:

Payment via the Student Portal
The most convenient way to make payments is through the Student Portal. Credit or debit card payments made through the Student Portal must be completed by 11:59 p.m. EST for the transaction to be considered processed on that day's transactions.

Payment in the Student Accounts Office
The Student Accounts Office takes payments in person Monday through Friday from 9:00 a.m. until 6:00 p.m. Payments can be made by credit or debit card, check, cash, or money order. Payments received by the Student Accounts Office by 6:00 p.m. EST will be considered received on that business day.

Payment via Mail
Students who submit their payments by sending checks or money orders via mail should send their payments at least 10 business days in advance of the due date to account for weekends, holidays, or delivery delays. The postmarks will not be considered a receipt of payment. **Please DO NOT send cash payments via mail.**

Payments should be mailed to the following address:

Fairfax University of America
ATTN: Student Accounts Office
4401 Village Drive,
Fairfax, VA 22030
United States

3.5.3 Payment Methods

Payments can be made using the following methods:

Credit and/or Debit Cards: Credit and/or debit card payments are accepted at the Student Accounts Office and online through the Student Portal. The accounting office accepts Master Card, Visa, Discover, and American Express.

NOTE: *Online payments can be made by using multiple cards. Please note that the same card cannot be used more than once in the same 24-hour period.*

Checks: All checks should be made payable to Fairfax University of America, with the student's FXUA ID number and name written on the memo line. Checks that are already endorsed are not accepted. Checks must be payable in U.S. dollars with an intermediary bank in the U.S.

Cash: Cash is only received in person at the Student Accounts Office located at the Village Drive campus. Cash payments should not be sent through the mail. The university is not responsible for cash payments that are lost or stolen prior to arriving in the Student Accounts Office.

Traditional Wire Transfers: To make a traditional wire transfer to the university, please contact the Student Accounts Office at for further instructions. When sending a wire transfer, be sure to include the student's full name and student ID number.

Money Orders: Money orders should be made payable to Fairfax University of America. Money orders must be payable in U.S. dollars. Please be sure to include the student's full name and student ID number with the money order.

Demand Drafts: The university will accept demand drafts (DDs) only if the funds are drawn on a US bank and in US currency. Drafts should only total the amount of tuition and fees for the semester for which the student is paying. All demand drafts received which exceed the amount of total tuition and fees for that semester will be refunded only after the Demand Draft is processed and settled.

NOTE: *The Student Accounts Office does not accept payments over the phone.*

3.6 Tuition Payment Plans

FXUA offers tuition payment plans to eligible students who wish to finance their tuition in multiple installment payments. There is a non-refundable fee of $30.00 **per installment**. Non-degree enrollments do not qualify for payment plans. Failure to pay any outstanding installment payment or balance by the payment deadline(s) will result in a financial hold placed on the student's account, accrual of late fees, and the potential ineligibility to apply for a payment plan in future semesters.

Applying for a Tuition Payment Plan

You are eligible to apply for a payment plan if:

1. There is no financial hold on your account;
2. You are enrolled in a graduate or undergraduate degree or certificate program;
3. You have registered for courses in the current term and your total bill is more than $1,000;
4. You are not on the waiting list for any courses; and
5. The installment application deadline has not passed.

Applications for installment payment plans can be made through the Student Portal and must be received by the installment application deadline for the applicable semester. After you have received confirmation of approval of your Tuition Payment Plan Application, you can make your first installment payment online through your Student Portal or at the Student Accounts Office.

3.7 Delinquent Accounts

3.7.1 Financial Holds

If a student fails to pay the full amount as scheduled, FXUA is authorized to take the following actions until the outstanding balance is paid in full:

a) Apply financial penalties including late fees.
b) Place a financial hold on the student's account and limit the access to Student Portal and Canvas.
c) Withhold the release of the student's academic records or any information based upon or included in the records.
d) Withhold the issue of the student's transcripts and/or diploma/certificate.
e) If the student's account remains delinquent, FXUA reserves the right to terminate enrollment.

The university may require payments toward a delinquent account to be in the form of certified funds such as cash, certified check, or money order, or wire transfer to the university's bank account.

3.8 Cancellation and Refund Policy

3.8.1 Student's Right to Cancel

An applicant who provides written notice of cancellation within three (3) business day, excluding weekends and holidays, of executing the enrollment agreement is entitled to a refund of all monies paid less any non-refundable fee required as part of the application process. If no admission fee is required at the time of admittance, then any/all funds would be refundable.

An application requesting cancellation more than three (3) days after executing the enrollment agreement may elect to cancel the Enrollment Agreement with no financial penalty at any point prior to the start of the semester or the end of the add/drop period. Any cancellation that takes place after the add/drop period will follow the university's stated Cancellation and Refund Policy.

3.8.2 Refund Policy for Undergraduate and Graduate Programs

If a student elects to drop one or more courses or withdraw from the university, the following refund schedule will be used to determine any outstanding financial obligation for which the student may be responsible:

Last Day of Attendance Notice	Tuition Refund Amount*
Up to the last day of add/drop period	100% of the tuition
After the add/drop & through 25% of the session	75% of the tuition
Through 50% of the session	50% of the tuition
Through 75% of the session	25% of the tuition
After 75% of the session	No refund will be issued

**Excludes any fees*

The Student Accounts Office shall review student accounts periodically and contact students with an overpayment. Students may decide to keep the overpayment balance to their account or request a refund by a credit/debit card or a wire transfer by submitting a Refund Request Form. Any bank transaction fees will be deducted from the total. Students may download the form on the university website or obtain a hard copy from the Student Accounts Office. Students, who do not submit the Refund Request Form to the Student Accounts Office upon the overpayment notification, will receive the tuition deposit credit in the same manner as it was paid to FXUA (credit card payment, bank wire transaction, or check). If the Student Accounts Office is unable to process the payment, FXUA will mail a refund check to the student's attention at the most recent address listed in the Student Portal. Please note that the university will only issue tuition refunds to the organization or person who made the original payment.

All tuition refunds will be made within a period of 45 calendar days following the official withdrawal date. Student fees (application fee, postage fee, student service fee, etc.) and service charges rendered during the refund process are not refundable.

The official withdrawal date, for the purpose of a refund calculation, will be the last date on which the student was recorded present in attendance for a class. If no payment was made, or if the student was participating in a payment plan and the payments are insufficient to cover the student's obligations according to the schedule above, the university will send the student a bill for the difference.

If a student fails to pay the full amount as scheduled, FXUA is authorized to take the following actions until the outstanding balance is paid in full:

a) Apply financial penalties including late fees.
b) Place a financial hold on the student's account and limit the access to Student Portal and Canvas.
c) Withhold the release of the student's academic records or any information based upon or included in the records.
d) Withhold the issue of the student's transcripts.

To initiate the institutional withdrawal process, the student may submit an *Institutional Withdrawal Form* to Fairfax University of America. Students may download the form from our website or obtain a hard copy from the Registrar's Office or the Office of International Student Services.

If a student does not resume attendance at the university on/or before the end of approved LOA, the student will be considered withdrawn from the institution. The date that the LOA was approved should be considered the last date of attendance for refund purpose.

Non-Credit Programs

For non-credit programs or courses, students who wish to request a refund or defer their courses should visit the Student Accounts Office, or call (703) 591-7042 during regular business hours or email.

Due to the short-term nature of non-credit programs, students should submit a Refund Request form to initiate the refund process. Students may download the form from our website or obtain a hard copy from the Student Accounts Office.

3.9 Financial Aid

The Financial Aid Office provides a variety of services to help students pay for their education; including, financial aid advising, exploring funding resources, and financial assistance. Federal student financial aid awards may consist of grants and loans. Awards are based primarily on financial need, although there are some alternative financial aid sources available for those who may not qualify for need-based financial assistance. Financial Aid counseling service is available Monday through Friday by phone, email, or personal appointment.

3.9.1 Financial Aid Eligibility

In order to be eligible to receive federal financial aid at Fairfax University of America, both new and currently enrolled students must file a Free Application for Federal Student Aid (FAFSA) and comply with all federal, state, and FXUA regulations and policies regarding financial aid. Fairfax University of America **Federal Title IV School code for the FAFSA is 041440.** Priority consideration for all sources of financial aid is given to those students whose financial aid applications are on file with the Financial Aid Office by the deadline of that given semester/session. To meet this priority filing date, students should file the FAFSA as soon as possible after October 1st, of each year. The FAFSA is filed online at www.fafsa.gov.

3.9.2 Annual Renewal of Financial Aid

Students that wish to apply for federal student financial aid, including federal loans, are required to file a Free Application for Federal Student Aid (FAFSA) each year to determine eligibility. The financial aid awarded may be adjusted annually based on the renewed FAFSA application.

Financial aid for summer is generally limited to students who have remaining Federal Pell Grant or Federal Loan eligibility. Contact the Financial Aid Office for specific information regarding eligibility.

3.10 Financial Aid Programs

Fairfax University of America administers the following federal student financial aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Subsidized and Unsubsidized Federal Direct Stafford Loans, and Federal PLUS Loans for parents of dependent students and graduate students.

Title IV aid is packaged in the following order:

1. **Federal Pell Grant** – federal grant that is awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree. It does not have to be repaid. Eligible students receive a specified amount each year under this program.
2. **Federal Supplemental Educational Opportunity Grant (FSEOG)** – additional grant for students who demonstrate exceptional financial need, and it does not have to be repaid. Funds for this program are only limited to Federal Pell Grant recipients.
3. **Federal Direct Subsidized Loan** – a low interest loan available to students who demonstrate financial need. Interest does not accrue and repayment does not begin until six months after the recipient leaves school or drops below half-time status.
4. **Federal Direct Unsubsidized Loan** – a low interest loan available to undergraduate and graduate students who are eligible with or without financial need. Note that interest begins accruing on this type of loan while recipients are still in school.

5. **Federal Direct PLUS Loan for Parents of Dependent Students and Graduate Students** - a loan available to parents of dependent undergraduate students and to graduate students. Eligible participants can borrow up to the cost of attendance.
6. **Federal Work Study** – a federal financial aid program that provides part-time jobs for undergraduate and graduate students with financial need, allowing students to earn money to pay for education expenses while enrolled in school.

All financial aid recipients are responsible for becoming familiar and complying with applicable federal and state regulations, and university policies.

All students receiving financial aid must be enrolled in an eligible degree or certificate program; maintain satisfactory academic progress (SAP) as defined by Fairfax University of America in accordance with federal guidelines (see below); be a U.S. citizen, permanent resident of the U.S., or eligible non-citizen, and meet other basic eligibility criteria as defined by the U.S. Department of Education.

3.10.1 Financial Aid and Satisfactory Academic Progress (SAP) Standards

Federal legislation governing the administration of federal programs requires colleges and universities to define and enforce standards of academic progress for students receiving or applying for financial aid. To comply with this legislation, Fairfax University of America established a formal satisfactory academic progress policy. For detailed information, go to the Satisfactory Academic Progress section or contact the Financial Aid Office.

3.10.2 Programs that Qualify for Federal Student Financial Aid

All graduate, undergraduate, and certificate (except Graduate Certificate in Project Management) programs qualify for federal student financial aid. All non-credit certificate programs and continuing education programs do not qualify for federal student financial aid.

For more information, please contact the Financial Aid Office by email at financialaid@fxua.edu. To be considered for federal financial aid, please complete your FAFSA to determine your eligibility for all federal aid programs.

3.10.3 Return of Title IV Funds

The Financial Aid Office is required by federal law to recalculate federal financial aid eligibility for students who completely withdraw from all classes, drop out, are dismissed, or take a leave of absence prior to completing the payment period or term. According to the regulations, the amount of Federal Title IV awarded to a student must be recalculated in these situations and any portion of the financial aid received that is considered to be “unearned” must be returned to the Title IV Program(s) from which it was received. Any student considering dropping or withdrawing from all courses, should contact the Financial Aid Office immediately regarding possible adjustments to their financial aid.

When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the amount of Title IV funds earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, it is the responsibility of the school and the student to return any unearned funds to the Department of Education. The R2T4 Policy and Institutional refund policy is provided to all students via the catalog, which can be accessed at www.fxua.edu.

3.10.3.1 Withdrawal Process

The law requires that if a recipient of Title IV assistance withdraws/resigns from an institution before completing the semester in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student earned. Unearned Title IV funds must be returned to the Title IV programs by the school and/or the student. Students who wish to resign from the University should follow withdrawal procedures located in the academic catalog. An electronic version of the catalog is located online at

3.10.3.2 Withdrawal Date, Last Date of Attendance, and Date of Determination

The date of withdrawal or withdrawal date is always the last date of attendance (LDA) as supported by FXUA’s attendance records. The date of determination (DOD) is no later than 14 days from the LDA, except if the student confirmed and documented their return into a course within the payment period. When a student

indicates their intent to return, the DOD is no later than 14 days from the date the student was scheduled to return.

3.10.3.3 Leave of Absence

Students on leave of absence will be treated as a withdrawal for Federal Financial Aid purposes.

3.10.3.4 Post-Withdrawal Disbursements

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, they are eligible to receive a post-withdrawal disbursement of the earned aid that was not received. Any post-withdrawal disbursement due must meet the current required conditions for late disbursements. A school is required to make (or offer as appropriate) post-withdrawal disbursements to eligible students. A post-withdrawal disbursement must be made within 180 days of the date the institution determines that the student withdrew. The amount of a post-withdrawal disbursement is determined by following the requirements for calculating earned FSA and has no relationship to incurred educational costs.

3.10.4 Procedures:

- A student (or parent, in the case of a Direct PLUS loan) is notified of eligibility for a post-withdrawal disbursement within 30 days of the date of determination by email and must respond within fourteen days.
- If the student (or parent) accepts the post-withdrawal disbursement, it will be made as soon as possible but no later than 180 days of the withdrawal date.
- The Financial Aid Office will track this notification and make appropriate updates in the system as necessary.
- When the student's (or parent's) response is received it will be updated in the system.
- The priorities for disbursement are grants first; paid to outstanding institutional charges before being paid directly to the student (or parent).

3.10.5 Determining the Percentage of Aid Earned

FXUA uses the payment period for the calculation of the Return of Title IV Funds formula. The payment period is the semester in which the student received Title IV funds. Because classroom attendance is taken by instructors and tracked for courses, FXUA is an attendance taking institution.

The percentage of time the student completed for the semester determines the "earned percentage." The earned percentage is based on calendar days in the semester, including weekends. Only scheduled breaks of at least 5 days will be excluded. The length of the break is determined by counting from the first day of the break up to the next day on which classes are offered. The weekends preceding and following the break are counted as part of the break, unless Saturday classes are scheduled.

3.10.6 Responsibility to Return Funds

Institutional charges are used to determine the unearned portion of Federal Student Aid. It is the school and student's responsibility to return any un-earned aid funds. Any unearned funds are returned within 45 days of the date of determination that the student withdrew.

3.10.6.1 Order of Return of Title IV Funds

Title IV aid is returned in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct PLUS Loans
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Iraq and Afghanistan Service Grant

3.10.6.2 Student Notifications

Upon completing the R2T4 calculation, the business office will return any unearned Loan and Grant funds to the Department of Education. Students will be notified in writing of any funds returned on their behalf.

3.10.7 Return to Title IV Examples

The following are examples on return to Title IV scenarios:

- Example 1: It is Jennifer's first semester, and she is enrolled in the Business Administration program. She is a full-time student enrolled in 12 credits in the semester (15 weeks / 105 days). On the 2nd day of week 7, Jennifer withdrew from her courses to pursue an acting career. Jennifer attended FXUA for 44 days ((6 x 7) + 2 = 44) in an enrollment period of 105 days; therefore, she completed 42.90% (44/105) of her enrollment period. During the current payment period, Jennifer was disbursed a Pell grant for $1,500 and a subsidized loan for $1,500, a total of $3,000. Her earned aid is $1,257.14 (42.90% x 3,000), whereas her unearned aid is $ 1,742.86 ($3,000-$ 1,257.14). After the institutional refund is applied and unearned Pell Grant funds are returned Jennifer will have to repay the disbursed and earned subsidized loan amount funds. She may also have to repay any disbursed unearned loan funds to FXUA.
- Example 2: It is John's second semester and he is a full-time student enrolled in 12 credits in the semester. On the 5th day of week 11, it was the last time John attended class. John attended FXUA for 75 days ((10 x 7) + 5 = 75) in an enrollment period of 110 days; therefore, he completed .68.18% (75/110) of his enrollment period. During the current payment period, John was disbursed a Pell grant for $900, a subsidized loan for $2,500, and an unsubsidized loan for $1,000, a total of $4,400. Because he attended for at least 60% of the enrollment period, his total earned aid is $4,400, and there is no unearned aid.

3.11 Financial Aid Office Contact Information

Financial Aid Office
4401 Village Drive
Fairfax, VA 22030
Phone: 703.591.7042
Email: financialaid@fxua.edu

3.12 1098-T Tuition Statement

The 1098-T tax form is a Tuition Statement provided by higher education institutions to all eligible students who pay enrollment fees (including non-resident tuition) during the calendar year. This form may be used by students or parents to claim the American opportunity tax credit (formerly "Hope credit") or Lifetime Learning Credit on their federal income tax returns.

Related expenses do not include charges for room, board, insurance, health fees, transportation, or similar expenses.

Not all students are eligible to receive a 1098-T. Forms will **not** be issued under the following circumstances:

- Nonresident alien students, who is an international student and paid enrollment fees and non-resident tuition last year. If requested, the Student Accounts Office can provide student account statement.
- Students whose qualified tuition and related expenses are entirely waived or paid entirely with scholarship.
- The amount billed for qualified tuition and related expenses in the calendar year is paid in full by a third-party organization.
- No qualified tuition or related expenses were billed in the calendar year. For example, a student who graduated in May 2020 in most cases would not receive a 1098-T for 2020 because all tuition for the 2020-21 academic year was billed in the calendar year of 2019.
- Per IRS regulations, educational institutions cannot produce this form for students who are not eligible to receive one.

University staff cannot determine if someone qualifies for a tax credit or respond to tax questions. Those with questions about whether they qualify should contact the IRS for more information at www.irs.gov or at 1-800-829-1040 or consult a tax preparer.

The form is generally made available around late January for the previous calendar year.

3.13 Student Employment

On campus employment includes work done as a teaching assistant as well as jobs performed on-site including, administrative positions in various departments.

3.13.1 Federal Work Study

Federal Work Study is a federally funded employment program available only to U.S. citizens and permanent residents as part of federal financial aid packages. Students who receive Federal Work Study as part of their financial aid package can check FXUA job postings for the “FWS Eligible” designation.

3.13.2 Employment of F-1 Students

F-1 students are eligible to work on-campus while attending classes. The work does not need to be related to the field of study, and students must maintain legal F-1 status while engaging in on-campus employment. All students working on campus must complete the On-Campus Work Authorization Form to obtain written approval from the International Student Services office.

3.13.3 Schedule

Most work schedules are usually flexible in order to accommodate student schedules. However, some positions may have coverage requirements at specified hours of the day. Students in these positions may need to have flexibility with their hours in order to work in these positions.

F-1 students are limited to working a maximum of 20 hours per week while classes are in session.

U.S. citizens or permanent residents are limited to working a maximum of 29 hours per week.

3.13.4 Requirements

To be eligible to work on campus, students must:

- maintain a minimum of a 3.0 cumulative GPA (the cGPA is not factored in for students in their first semester of study);
- be up-to-date with all tuition payments and have no outstanding financial obligations;
- be enrolled in a degree or certificate program at FXUA;
- submit a résumé and cover letter for consideration; and
- maintain professional behavior at all times.

3.13.5 How to Apply

Students can apply online via the Human Resources page.

3.14 GI Bill Educational Benefits

FXUA is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. We are proud to assist United States Military, Veterans and their dependents, who are eligible for Post 9/11 GI Bill, Chapter 33 benefits offered through the Department of Veterans Affairs. The Post 9/11 GI BI is available for those who have at least 90 days of aggregate active-duty service and are still on active duty after Sept. 10, 2001. You may also be eligible to qualify if you are an honorably discharged Veteran or were discharged with a service-connected disability after 30 days.

3.14.1 Certifying Your Enrollment

Once you have registered for your courses you will need to meet with the FXUA Certifying Official to discuss your education benefits. They will explain to you the process of certifying your enrollment and ensure that the veterans’ education benefits are paid for the classes in which you have registered.

All students receiving veterans education benefits from the VA are required to meet with the Certifying Official at FXUA immediately if there is a change in their enrollment. Both FXUA and the student are required to contact the VA with these changes within 30 days of the enrollment change. Any change to enrollment may affect the benefits being provided to the student.

3.14.2 School Certifying Official

FXUA has dedicated individuals who can assist you with navigating the process of registering for classes and meeting your obligations to certify your enrollment and to ensure that you receive the benefits that you are entitled to.

Should you wish to speak with one of the School Certifying Officials (SCOs), please use the following contact information:

School Certifying Official
4401 Village Drive
Fairfax, VA 22030
Phone: 703.591.7042
Email: veterans@fxua.edu

3.14.3 GI Bill Delayed Payment Policy

In compliance with (Section 103) of the Veterans Benefits and Transition Act of 2018, Fairfax University of America (FXUA) permits a Veteran Affairs (VA) student using Ch.33 Post 9/11 GI Bill or Ch. 31 VocRehab benefits to attend or participate in the course of education during the semester/term that the student is enrolled and certified with the VA. All VA students are required to provide the VA's certificate of eligibility by the first day of class to the VA certifying official. If Veterans Affairs delays the payment for tuition and fees, VA students will continue to have access to class, the learning management system (LMS; i.e., Canvas), library, Student Portal, and any other facilities that are also available to other officially enrolled students. In addition, VA students will not be charged a late fee due to a delayed payment from the VA.

4 STUDENT LIFE AND SERVICES

The Student Experience Department offers various types of student activities and developmental programs. The Student Experience department offers many opportunities and services aimed at enhancing the student experience. From student activities, to clubs and honor societies, to ancillary academic services, FXUA offers a variety of systems and supports for its learning community.

4.1 New Student Orientation

FXUA seeks to integrate students into the university community and to support and complement student learning inside and outside of the classroom. To support the needs of our new students, a **mandatory** New Student Orientation program is held prior to the beginning of classes each semester. During this program, students are introduced to university policies and procedures, including academic advising, course loads, and standards of satisfactory academic progress (SAP). The program and staff encourage students' self-growth, learning, and understanding of their own relationship to the intellectual, social, and cultural climate of the university. During this orientation, new students have an opportunity to meet fellow students, tour the campus, and meet with admissions officers and their academic departments. For more information, students may contact or call (703) 591-7042 or studentexperience@fxua.edu.

4.2 Student ID Cards

New students are eligible to receive their student ID card once the add/drop period has ended for the semester, free of charge.

US Citizens and Permanent Residents need to bring with them the following documents:

- One form of government-issued identification
- Tuition payment receipt

International students need to come to the Student Experience office with the following documents:

- Current I-20
- Passport
- Tuition payment receipt

Students are required to have an FXUA ID card in order to make photocopies, and to receive any available student discount for which they may qualify. Temporary ID cards can be provided to the student at the Student Experience office until new student ID cards are provided. If a student's ID card is lost or stolen, students must pay a $10.00 replacement fee to the accounting office before a new Student ID can be provided to the student.

4.3 Student Activities

Student activities are designed to give students a chance to broaden their interests, share new experiences, and meet new people. Students are encouraged to participate in these social, recreational, educational, and cultural activities as a means to gain a well-rounded education. Activities for students include those offered both on and off campus. On campus, activities include seminars that feature local and national business leaders, embassy officials and local community businesses. Seminars also include discussions about safety (personal and internet), communication, finances and many additional relevant topics. In addition, student-centered events such as culture shows, the Diversity Luncheon Series, and the Annual President's BBQ may be offered throughout each semester. Off-campus student activities may include day trips to popular site-seeing or educational destinations in Washington, DC and other surrounding areas. In addition to all of these events, students are encouraged to join and participate in a variety of student clubs hosted at the university. Student Experience seeks to supplement the classroom learning experience and encourage a well-rounded educational experience at the university. The list of current activities and events available for students are posted on FXUA's website. For information regarding our student activities, students are encouraged to contact call (703) 591-7042 or studentexperience@fxua.edu.

4.3.1 Off-site Activities

From time-to-time, students may engage in off-site activities that may either be related to their courses or for official sanctioned events and activities. For any off-site, officially sanctioned activity, an Indemnification and Hold Harmless Form

The University shall not be liable or responsible for, and shall be saved, indemnified and held harmless from and against any and all claims and damages of every kind, for injury due to death of any person or persons and for damage to or loss of property, arising out of or attributed, directly or indirectly, from Students use of this premises.

4.4 Student Success Initiative

The Student Success Initiative is designed to provide extra assistance to students who either (a) request assistance for themselves or (b) who have been referred by staff or instructors. Our goal is to enhance learning and development for improving academic performance.

Available programs include but are not limited to: goal setting (academic and professional), organizational skills, learning theories and learning styles, time management and scheduling, note-taking strategies, reading strategies, memory strategies, memory strategies, exam preparation, test-taking strategies, dealing with test anxiety, motivation and concentration, dealing with and overcoming procrastination, stress management skills, managing finances, multicultural awareness, etc.

4.5 Student Clubs

FXUA offers a variety of student clubs. The student clubs are open to all students irrespective of their program of study, nationality, or beliefs. Getting involved in student clubs helps students build their leadership, personal, and professional skills. Being involved in student clubs also gives students an opportunity to meet new people, share ideas, and to learn from a group of individuals. Visit the Student Experience portion of the FXUA website for more details.

4.6 Student Union

The Student Union (SU) is comprised of responsible and motivated members of the student body who are dedicated to ensuring student rights and student involvement in university activities. The SU serves to uphold the voice and opinions of students and to initiate and implement policies governing their activities. In addition, the SU seeks to foster and support the ideas and wishes of the student body; provide a communication network within the student body; engender cooperation among all student groups, clubs, and organizations; act as a liaison between the student body and administration, faculty, and staff; and nurture an atmosphere of community within the university.

4.7 Airport Pick-up Assistance for New Students

FXUA also recommends that students arriving in the United States use the Washington Metropolitan Area Transit Authority, local taxi services, or trusted ride-sharing applications for transportation around the Washington, DC and Fairfax, VA areas.

Students are responsible for all fees charged by the service providers.

4.8 Housing Accommodation Assistance

The Student Experience Department provides students with resources and useful information to make the process of finding accommodations easier. We do not offer housing, we assist students with locating reasonable and affordable home stays, apartments, shared housing, and hotels in the surrounding communities. Students requiring assistance in finding housing should visit the housing page on the FXUA website (https://www.fxua.edu/student-life/services/housing/) or e-mail studentexperience@fxua.edu.

4.9 Student Health Insurance

Health insurance is not mandatory for students. However, it is **strongly** encouraged for students to obtain health insurance. Visiting a doctor and/or emergency room in the United States can be very expensive. It is even more expensive when you do not have insurance. All students are encouraged to ensure they obtain coverage for themselves and their family members.

FXUA has created a list of insurance companies that are offering affordable health care to students. Please visit: to learn more about the different insurance options, benefits and prices. We encourage students to call several of the insurance companies to find out what insurance policy is best for their situation. Students are not limited to the insurance companies that are listed on this page. Students are able to find their own insurance. Students with questions may contact or call (703) 591-7042 or studentexperience@fxua.edu.

4.10 Vaccination and Immunization Policies

In light of the COVID-19 pandemic, FXUA is requiring proof of vaccination for all students, staff, and faculty. All students, staff, and faculty are required to provide proof of a WHO-approved vaccination.

FXUA strongly encourages current or prospective students to understand the importance of immunization against common diseases for which vaccines are widely available. This includes diseases such as, but not limited to, Meningococcal disease, Hepatitis B, Measles, Mumps, Rubella, Varicella (Chickenpox), Tetanus, Diphtheria, and Pertussis. Because of the close proximity that students may find themselves in with respect to other individuals in classes or events on or off campus, and/or their living situations, vaccinations are encouraged but not required for these additional vaccines. Vaccinations aid in reducing the chances of serious illness, injury, or death associated with vaccine-preventable diseases.

Questions about vaccination requirements can be directed to vaccine@fxua.edu.

4.11 Counseling Services

The university can assist with connecting students to counseling services in the area upon request. If you are struggling with feeling homesick, depressed, anxious, stressed, need advice, or just someone to listen, please come by during the open counseling hours or make an appointment. All information shared during the session is kept confidential. If you would like to make an appointment e-mail studentexperience@fxua.edu.

4.12 Study Rooms

There are two study rooms available in the Library for student use. Please visit the circulation desk at the entrance of the Library to make a reservation. Students can also reserve a study room on the Library's website at https://www.fxua.edu/library/reserve-a-study-room/. In addition, there are several computer workstations and powered tables available for student use inside the Library. In addition to the library facilities as study space, students are permitted and encouraged to use all available classrooms as study rooms when classroom space is available. You do not need to make a reservation to use unoccupied classrooms as study rooms. The Registrar's Office updates and posts the schedule of classes outside each room and you can use this schedule to find out if a room is available.

4.13 University Library

The purpose of the Library is to provide students with access to the wide range of information, reference, and research materials they will need to supplement classroom instruction and assigned textbooks, complete homework, and to undertake research projects. The Library maintains a sizable in-house collection of books, periodicals, and audio-visual materials. Additionally, Library staff can assist students in accessing a variety of electronic, full-text journals and books, including seven databases, four online journals, and over 200,000 eBooks.

4.13.1 Hours of Operation

The Library is open and staffed by the Learning Resource Manager and/or trained library assistants, on days and times posted outside of the library. Extended hours maybe available during exam periods.

4.13.2 Library Website and Catalog

The library maintains a website, which includes a catalog of library materials, as well as to a variety of other online resources that can be used by students for study, reference, and research. Students can access the library both on and off campus. Using the library's electronic catalog, Koha, students can search for books and other materials as well as place a hold and renew online. Visit the Library's website to learn more: https://www.fxua.edu/library/

4.13.3 Collection

The Library currently has approximately 8,000 volumes, the majority of which are relevant to the University's areas of study: business, computer and information science, project management, public administration, and international relations The Library maintains a reference collection with a variety of standard and specialized reference works and a reserve collection consisting of supplementary material for current courses. In addition, students can request resources through Interlibrary Loan from several partner academic and public libraries.

4.13.4 Online Resources

FXUA subscribes to 10 online research databases, journals, and eBooks: Academic Search Ultimate, Business Source Ultimate, Credo Reference, Comparative Politics, EBSCO's eBook – Academic Collection, IBISWorld, JSTOR, The Economist, MIT Sloan Management Review, and Regional Business News. The online library contains a vast collection of full-text journals and over 200,000 eBooks. In addition, the Library's website has links to over 200 web resources in the areas of business, computer and information science, general reference, biology, comparative religion, English language and literature, history, mathematics, philosophy, psychology, and sociology. The links provide valuable resources for student study and research. Please visit FXUA library's webpage at https://www.fxua.edu/library/ for descriptions.

4.13.5 Circulation Policy

All circulating books in the collection may be checked out for four (4) weeks at a time. Reference materials and periodicals must be used inside the library. Books in the course reserve collection must also remain in the library so that they are available to all students during the reserve period. The Student ID card that is issued during the New Student Orientation serves as your Library card. When checking out materials, requesting reference assistance, or other library services, students will be asked to show their Student ID card. Borrowed material may be renewed in-person, online, or by phone, if there is no request for the material from other students or faculty. Library materials should be returned to the Library circulation desk.

4.13.6 Reference Services

Members of the Library staff are available to assist students with research needs. Additionally, they are available to help students on how to use our online resources. Library staff can be contacted for assistance at the Library reference desk, by e-mail, or by live chat at any time during library hours.

4.14 Writing, Research, and Media Center

The Writing, Research, and Media Center (WRMC) serves to support our learning community in a way that allows for enhanced growth and ability to communicate in writing for FXUA's various fields of study. By providing resources to our learning community related to writing, researching, and use of media, the WRMC aims to support and develop knowledge and awareness of resources and tools for self-development and long-term personal coaching. Students are provided one-on-one or group sessions to target specific needs in order to allow for the development of skills for long-term success. Faculty also benefit from the WRMC through consultations about instructional questions or issues related to students and their work.

The WRMC hosts a website (https://www.fxua.edu/wrmc/) with resources and tools for success for students and faculty.

4.15 Research Services

Research is an integral part of understanding the world around us and in making a positive impact on the community, both locally and globally. FXUA faculty come from a diverse array of backgrounds and have contributed to a growing body of knowledge through book publications, research publications, professional workshops, conference presentations, and many other endeavors. As such, Fairfax University of America shares the commitment of providing opportunities to faculty and graduate program students to engage in scholarly research for personal, professional, and university growth.

The institutional review board (or IRB) consists of at least seven members who have a variety of areas of expertise and extensive experience with research. Several of those members are affiliated with FXUA, while some are external to the university. The purpose of the IRB is to ensure the protection of human participants involved in research studies, thus ensuring human participants' rights and welfare. The IRB meets and reviews applications for research involving human participants with the sole purpose of making sure research studies meet strict guidelines for the protection of human participants.

If your research involves human participants, you are required to receive approval from the IRB prior to beginning your research study. Research involving surveys, interviews, archival data, and observations all involve human participants and require IRB approval. It is the responsibility of each principal investigator to seek approval from the IRB.

View requirements and seek further up-to-date information here: https://www.fxua.edu/academics/research-at-fxua/

4.16 Career Services

The Career Services Department provides individual counseling and professional development resources to help students and eligible alumni learn the skills needed to obtain volunteer, internship and employment opportunities. The department's goal is to help students to secure post-graduation employment that is compatible with their field of interest, preparation, and expectations. Staff conduct sessions for groups and individuals concerning employment opportunities, résumé writing, dressing for success, and interviewing techniques. Career services are provided to all eligible graduates and while this assistance is readily available, the university does not guarantee or promise employment to any graduate.

While Career Services provides access to and information on finding jobs, the responsibility of applying for and securing interviews is up to the graduate. These career-finding skills are an important part of every graduate's success, and the Career Services Department is available to assist in the further development of these skills. Of course, graduates' independence and self-motivation are essential to their long-term success. Staff will follow up with graduates about their employment and the benefits of their education and are available as partners post-graduation to further assist.

All students are encouraged to visit the Career Services in their very first semester and throughout their studies to familiarize themselves with the services offered. Students are encouraged to work on developing their career finding skills throughout their program, so that they can more easily transition to the next stage of their career post-graduation.

Career Services also assists students in identifying and applying for academic internship opportunities.

Below is an overview of the services offered by the Career Services Department:

- **Cover Letter and Résumé Reviews:** All students will need a North American-style cover letter and résumé to apply for on- and off-campus jobs and internships. Students should schedule an appointment in their first semester with the Career Services Department.
- **On-campus Employment Counseling:** The Career Services assists students with on-campus employment searches and applications through the Career Services Management (CSM), FXUA's on- and off-campus job search tool. To access CSM:
- **Off-campus Employment Counseling (Academic Internship and OPT):** The Career Services offers resources to help students in their job or academic internship search process. Several resources include employer database, the CSM, employer binders that contain information about

companies hiring, and job boards. Positions are also posted in weekly e-mails that are sent out from the Career Services and posted on Facebook. To access Facebook:

- **Internship Counseling:** After one year in a full-time degree program, most students are eligible to complete an academic internship. The Career Services assists students with the academic internship search and application processes. Students have access to past internship employers and other job search resources through the Career Services.
- **Professional Development Opportunities**: Throughout the year, FXUA provides a number of workshops and information sessions on those skills required to find employment. Past sessions have included cover letter and résumé writing, introductions, networking, job fair preparation, interviewing, LinkedIn, American business culture, business communication, employment benefits, and work visas.

4.17 Information Technology Department and Services

The Information Technology (IT) Department is the primary provider of computing and information technology resources, services, and support to the FXUA community. The IT Department exists to ensure that all students, faculty, and staff have the IT tools, services, infrastructure, and support needed to carry out the university's mission. Working in conjunction with the entire university community, the IT department provides the direction, planning, and deployment of IT and communication services and networks that are reliable, capable, and scalable.

The IT Department supports FXUA's pursuit to achieve its objectives by providing the technology infrastructure and services that advance teaching and learning, enable research, enrich the student experience, and effectively manage institutional information.

4.17.1 Contacting IT

For non-urgent requests, students and faculty may email it@fxua.edu. For urgent requests, IT can be contacted via telephone at (703) 591-7042.

On-campus, students and faculty may dial 333 from a service phone for immediate assistance. There are service phones available at the front desk on the first floor and on the second floor waiting area.

4.17.2 IT Policies

The purpose of these policies is to outline the acceptable and unacceptable use of university technology resources and to provide guidelines for appropriate use by students, faculty, and staff as well as to educate users regarding their responsibilities.

This is not a comprehensive list of policies covering all aspects of technology use. These policies are intended to be viewed as principles to help guide members of the learning community. Any specific policy statements are meant to serve as reference points. Policies will continue to be modified as new questions and situations arise; changes may occur at any time without prior notice.

While the proliferation of computers and information technologies does not alter basic codes of behavior in academic life, it does place some issues in new contexts. Using these technologies enables people to do varied things, both ethical and unethical, more easily. These technologies are an enormously rich resource for innovation and the furtherance of the university's mission. However, in spite of many positive aspects, these technologies also increase the risks of actions, deliberate or not, that are harmful in various ways, including: (a) interference with the rights of others; (b) violation of the law; (c) interference with the mission of the university; and/or (d) endangering the integrity of the university's computer and information network.

In light of the risks addressed above, some of these guidelines call for respectful and responsible use of the computer networks to protect the rights of individuals; other guidelines warn against actions that may violate the law. Users must understand the perils of illegal use, exchange, or display of copyrighted, deceptive, defamatory, or obscene materials on a web page or through other electronic communication channels.

Finally, these guidelines seek to protect the integrity of the university's information systems themselves. Computing or networking resources need to be accessible and secure for appropriate uses consistent with the mission of the university. The usurpation of these resources for personal gain, commercial gain, or without

authorization is unacceptable. Moreover, even the individual right to privacy may, when personal files may need to be accessed for troubleshooting purposes, be overridden by authorized personnel to protect the integrity of the university's computer systems.

4.17.2.1 Acceptable Use of Technology

The computer network is the property of FXUA and is to be used for legitimate purposes only. University resources, including technology resources available to staff, faculty, and students, are not to be used for anything other than their intended purpose. Resources should always be used in ways consistent with furthering the university's mission of promoting education and research. All users have a responsibility to use FXUA's technology resources and the Internet in a professional, lawful, and ethical manner. Abuse of the computer network or the Internet may result in internal disciplinary action within the university or civil and/or criminal liability.

Computer Use

- Today's information technology is a shared resource. Users should respect the needs of others when using computer and network resources. Users should not tamper with facilities and should avoid any actions that interfere with the normal operations of computers, networks, and facilities.
- Users should avoid excessive use of computer resources. They are finite and others deserve their share.
- Making university computing resources available to individuals not affiliated with FXUA without approval of an authorized university official is strictly prohibited.
- Intentional waste of human or electronic resources is strictly prohibited.
- Intentionally disturbing use of electronic networks or information systems is strictly prohibited.
- No food, drink, gum, or tobacco is permitted in the computer labs. Any food or drink must be left outside the lab in designated areas or concealed in a backpack or other bag while in the lab. Food or drink that is concealed may not be consumed while inside the lab facilities. Any individual found consuming food or drink in the lab may be asked by a faculty, staff, or IT Department staff or student staff to discard the item(s) immediately. Refusing to comply or arguing with university staff will result in suspension of the individual's lab privileges. Lab users in violation of this policy for the first time will be given verbal and electronic (university email) warnings. If the same person continues to violate the policy, they will receive a second warning and will be charged $25. For the third and future violations, the person will be charged $30.
- It is strictly prohibited to deface IT facilities and/or to misuse the computing equipment. All individuals are prohibited from taking any action that may cause damage to such property including, but not limited to, moving equipment, unplugging equipment, or breakage by any means. The IT hardware and computer labs are private property of FXUA and any damage to IT property as a result of violation of this policy will carry financial penalty equal to the cost of repair or replacement of such property as a consequence for all offenders.

Internet Use

- The university does not monitor the content of outside web pages and is not responsible for the views expressed by individual users.
- Web pages that are accessed to an excessive degree can be a drain on computer resources.

Email Use

- The university does not monitor the content of electronic mail or other online communications and is not responsible for the views expressed by individual users.
- "Spamming" and similar inappropriate uses of university resources are not acceptable.
- Sending of electronic chain mail and the inappropriate sending of "broadcast" messages to large numbers of individuals or hosts is also strictly prohibited.
- The interception or attempted interception of communications by parties not explicitly intended to retrieve them without approval of an authorized university official is strictly prohibited.

Personal Electronic Device Use

- Employees are not permitted to bring personal computers or data storage devices (such as external hard drives, flash drives*, or other data storage media) to the workplace or to connect them with the

university's electronic property or network unless expressly given written permission to do so by the university.

* *Faculty members are permitted to use this device for instructional purposes in the classroom*.

- Personal cellular devices are permitted in the workplace, but must be kept stored away from the working area/desk during office hours and should only be used in emergency situations.

Software Use

Software piracy is the installation, use, or distribution of unauthorized copies of software, which is protected property under intellectual property laws. Purchased commercial software packages include license agreements that indicate how the software should be used. Pirating software or failure to comply with restrictions in license agreements is illegal and may result in substantial fines for the university. The university has adopted the following computer software policies on the use of computer software.

- FXUA, in purchasing computer software, commits to specific licensing agreements. Misuse or unauthorized uses, including duplication of licensed software for backup or archival purposes or duplication of related documentation may be a violation of United States copyright laws.
- FXUA employees shall use computer software only in accordance with the terms of the licensing agreement. FXUA does not condone or support the use of any unauthorized copies of software. All software used by employees to perform their university responsibilities shall be purchased through appropriate procedures.
- Any employee who makes, acquires, or illegally reproduces software may be subject to civil and criminal penalties, including fines and imprisonment. Further, employees who violate this policy will be subject to appropriate disciplinary actions.

Consequences of Misuse

- An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of any of the above policies. Such suspected violations will be confidentially reported to the appropriate member of management at the university. The appropriate member of management will judge an offense as either major or minor. A first minor offense will normally be dealt with by the IT Department or management after consultation with the user. Additional offenses will be regarded as major offenses and dealt with accordingly. Violations of the policies will be dealt with in the same manner as violations of other university policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, dismissal from the university, and/or legal action.
- Systems managers or other individuals within an academic or administrative unit may be empowered to suspend some or all privileges associated with computer use in cases of misuse or threat to the integrity of all or part of the university's information management resources.
- Before any permanent action is taken against a user, the user will be advised of the basis for the proposed action and will be given an opportunity to respond. Concerns about such actions may be raised through the usual administrative or academic channels associated with the dean, school, facility, or resource in question.
- Where a violation of university policies or applicable law appear to warrant action beyond a suspension or elimination of computer privileges, the matter may be referred to a supervisor, administrator, or university disciplinary body with appropriate authority or to law enforcement authorities.
- Complaints or concerns about another's use of computer resources should be directed to the administrator responsible for the facility or resource in question.

4.17.2.2 IT Security

Guidelines for Passwords

Users are responsible for all activity involving their user accounts. User accounts should be kept secure and private. Users should not use identifying data or common words as passwords. Passwords should be difficult to crack or otherwise guess by individuals or by sophisticated computer programs. It is recommended that users change passwords for all user accounts every 120 days in order to secure access to accounts. Users are strictly prohibited from revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access.

Levels of Access to the Network

Users are provided access to the computer network and related tools to assist them in the performance of their jobs or studies. The university is the custodian of a wide array of personal and financial data concerning its students, staff, and faculty, as well as the university itself. Users should respect the university's obligations of confidentiality as well as their own confidentiality. Only users with authorization may access, communicate, or use confidential information. The university has the right to expect that computer users will properly identify themselves. Computer accounts are assigned and identified to individuals. Privileges and responsibilities granted to users vary between groups. Some have additional and sometimes more restrictive guidelines applicable to the user. The use of restricted-access university computer resources or electronic information without or beyond one's level of authorization is strictly prohibited.

Virus Protection
Interference with or disruption of the computer or network accounts, services, or equipment of others through the propagation of computer worms and viruses is strictly prohibited. Unauthorized scanning of networks for security vulnerabilities is strictly prohibited.

Confidentiality
Although respect for privacy is fundamental to the university's policies, almost any information is able to be read or copied and some user information is maintained in system logs as part of a responsible computer system maintenance plan. The university reserves the right to examine computer files, and, in rare circumstances, the university may be compelled by law or policy to examine even personal and confidential information maintained on university computing facilities.

Usage of Data
Unauthorized copying and/or use of licensed computer software is strictly prohibited. Unauthorized access, possession, or distribution – by electronic or other means – of electronic information or data that is confidential under the university's policies regarding privacy or the confidentiality of student, administrative, personnel, archival, or other records is strictly prohibited. Intentionally compromising the privacy or security of electronic information is strictly prohibited. Intentionally infringing upon the intellectual property right of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is strictly prohibited. Altering or attempting to alter files or systems without authorization is strictly prohibited. Intentionally damaging or destroying the integrity of electronic information is strictly prohibited.

4.17.2.3 Hardware Protection Policy

Rationale
University computer lab facilities are considered to be study areas. All activities which disrupt, attempt to disrupt, or support the disruption of a study environment will not be tolerated and corrective action will be taken. Eating and drinking are not permitted in computer labs because such actions can result in personal injury and/or can pose a threat to the computing equipment or damage IT property. This policy applies to all staff, faculty, students, and University guests entering the campus and using its lab facilities.

Hardware and IT equipment issued to staff, faculty, or students by the university is also subject to this policy. This includes laptops, printers, copy machines, overhead projectors, tablets, desktop computers, and all other pieces of IT equipment that is considered property of FXUA.

General Rules
No food, drink, gum, or tobacco is permitted in the computer labs. Any food or drink must be left outside the lab in designated areas or concealed in a backpack or other bag while in the lab. Food or drink that is concealed may not be consumed while inside the lab facilities. Any individual found consuming food or drink in the lab may be asked by an IT Department staff or student staff to discard the item(s) immediately. Refusing to comply or arguing with university staff will result in suspension of the individual's lab privileges.

For the protection of personal life and computer lab facilities, the following rule of punishment is provided and must be followed:

- Lab users in violation of this policy for the first time will be given verbal and electronic (university email) warnings.
- If the same person continues to violate the policy, he/she will receive a second warning and will be charged $25.

- For the third and all future violations, the person will be charged $30.

These fees will be assessed on the student's account and can result in inability to register for classes or receive other services if the balance is not paid.

Staff and faculty violators' fines may be assessed on the violator's paycheck.

Damage to University Property
It is strictly prohibited to deface IT facilities and/or to misuse the computing equipment. All individuals are prohibited from taking any action that may cause damage to such property including, but not limited to, moving equipment, unplugging equipment, or breakage by any means. The IT hardware and computer labs are private property of Virginia International University and any damage to IT property as a result of violation of this policy will carry financial penalty equal to the cost of repair or replacement of such property as a consequence for all offenders.

4.17.2.4 Technology Standards

Guidelines for Software, Hardware, and Systems
Requests from employees for software, hardware, or network privileges should be relative to their positions at the university and should reflect the scope of their responsibilities. Before granting any privileges to employees, the IT Department may request approval from the employee's supervisor and/or management. Most software, hardware, and systems must receive final approval from the executive committee of the university before they are purchased and implemented.
All torrent, password-generating, and otherwise malicious software is strictly prohibited.

Maintenance of Software, Hardware, and Systems
The IT Department maintains a current inventory of all software installed on computers/networks in the university. A yearly inventory is conducted and spot checks/audits are performed periodically to ensure that illegal software has not been inadvertently or deliberately installed on university-owned computers. Software will not be installed on a network unless specifically allowed in the licensing agreement. If a software package is licensed to be operated across a network, the IT Department will make sure that any usage limits are observed and copying is disabled unless explicitly allowed under the license. The IT Department will ensure that software is not copied for use on more than one computer and that software user manuals are not copied. The IT Department will also ensure that backup copies of software are not used to run the software on additional computers.

Software Upgrades
When software upgrades are purchased, previous version and associated user manuals should be destroyed if no longer needed. Some upgrades require that previous versions be installed before the upgrade is installed, so previous versions must be maintained.

4.17.2.5 IT Services Policy

FXUA computing facilities are used by departments, offices, and faculty members for a number of purposes. This creates a complex environment for providing a reliable, useful facility for all involved. Pieces of software added into the environment become part of an integrated system the IT Department must maintain. For this reason, there are a number of policies regarding software requests and installation.

Addressing Misuse by Users
Failure to comply with requests from appropriate university officials to discontinue activities that threaten the operation or integrity of computers, systems, or networks will result in disciplinary action. (Please refer the appropriate use policies for more details.)

Requests for Support
Most requests for support (troubleshooting, installation of tools, etc.) should be entered into FXUA's help desk ticketing system. Urgent requests (such as system failure or inability to connect to the network) may be directed to the IT Department via telephone or in person.

Software Support

Departments wanting updates to software they have purchased must make requests through the IT Department. The IT Department must be provided with the proof of purchase of any non-free updates before the update will be installed. Departments may request updates to IT Department-purchased software; such requests will be evaluated. Such requests must also be submitted via the help desk four weeks before the start of the semester.

Software Maintenance
The IT department will maintain the original installation of software for one academic year from its initial installation or until the license expires, whichever occurs first. Software packages must be retested after each semester as new software, hardware, or operating systems may be installed. The IT Department will notify the department of any new conflicts and make all efforts to resolve those conflicts. If unavoidable conflicts arise, the IT Department will work with the affected department to find the best solution. The IT Department will not provide students, faculty, or staff with technical support for software not purchased by the IT Department. This means that instructors intending to use department-requested software are expected to be proficient in said software; the IT Department will not provide training, support, or documentation for software not purchased by the IT Department.

4.17.3 Computer and Internet Access

The library has wireless Internet access, so students and faculty can access the Internet from the Library using their own wireless-enabled laptop. Desktop computers with Internet connection and a printer are also available for use in the Library.

4.17.4 University E-mail Accounts

All students and faculty are provided an @fxua.edu email. All university correspondence and notifications are sent via university email; therefore, it is required that all students and faculty use it. Everyone is expected to log into their university email regularly. No university communication (communications about classes or academic administrative matters should occur student-to-student, faculty-to-student, faculty-to-faculty, student-to-staff, etc.) should occur via personal email.

4.17.5 Campus Wifi

All students can access free wifi on campus. Either access the Student or Guest networks. Upon acceptance of the terms of service, the wifi is accessible across campus.

4.17.6 Student Portal

The Student Portal is a centralized location for accessing and managing students' personal information. In the portal students will be able to access university announcements, grades, class schedules, electronic bills, and much more. In addition, the portal is place for students to be able to update their personal details including any changes to their address or phone number.

While our learning management system includes a gradebook, the Canvas gradebook is an unofficial grade. Please refer to the Student Portal for your official grades for the course. Access the Student Portal here: https://portal.fxua.edu/student/login.asp

4.18 Software Requirements

Given the multimodal nature of the learning environment, FXUA recommends the following applications and to maintain them within working conditions:

- Current virus detection software that must be installed and kept up to date
- To view and create resources for Canvas, the use of Microsoft Office 365 and its applications are encouraged.
- Java
- Adobe Acrobat Reader/Microsoft Edge to open and save PDF files
- Adobe Flash Player
- Screencast-O-Matic
- Windows Movie Maker (for PC users)
- VLC Media Player
- Quick Time Player (for MAC users with 10.6 or higher)

4.18.1 Recommended Hardware Items

The following are examples of suggested products that will meet the hardware needs described above.

4.18.1.1 Cameras

- Logitech QuickCam Sphere AF
- Logitech QuickCam E3500
- Samsung Pleomax PWC-7100
- Genius Look320S
- Integrated Lenovo 3000 n100
- Skypemate WC-103M
- Logitech 720p Webcam C510

4.18.1.2 Headsets

- Logitech Clear Chat Style
- ClearChat PC Wireless
- Logitech H330 USB Microphone

4.19 International Students Services

The International Students Services (ISS) Office is responsible for assisting students with all immigration matters that affect international degree-seeking students, as well as English language study students on non-immigrant visas (F-1). The ISS Office is a centralized immigration advising office for all international students, and is responsible for maintaining the Student and Exchange Visitor Information System (SEVIS) compliance for Fairfax University of America.

In addition, the ISS also assists other university departments with efforts in providing welfare to all international students, and acts as a resource and support to these individuals in transition to the new culture and environmental surroundings. International student advisement includes, but is not limited to; assistance with procedures, expectations, and requirements of U.S. academic standards. It is a priority of the ISS to assist with cultivating opportunities to promote and encourage cross-cultural understanding.

4.19.1 Regulations for International Students (F-1 visa/status)

It is the student's responsibility to comply with all immigration regulations that apply to F-1 visa students. If a student fails to follow these procedures, then they will be considered "Out of Status" and until the student is able to obtain a new F-1 status, according to immigration guidelines, he/she may not:

1. Continue to stay and study in the USA;
2. Extend their period of study (if needed);
3. Be approved to travel outside of the USA, by a Designated School Official;
4. Pursue practical training; or
5. Participate in other F-1 visa related activities (if applicable).

4.19.2 International Students (F-1 visa) Responsibilities

1. Possess un-expired passport that is valid for at least six (6) months at all times during their stay in the U.S.
2. Attend the school that they are authorized to attend.
3. Make normal progress toward completing their program of study.
4. Report any change of local address, phone number, or email address to the ISS Office within 10 days of the change. Students should also update the aforementioned information via their Student Portals. If applicable, comply with Special Registration Procedures for certain foreign nationals. (For more details, please contact the International Student Services Office).
5. Maintain full-time enrollment at all times:
    a. **If in an Academic Program:** The full-time course load for graduate degree and certificate programs is 9 credits per semester, and the full-time course load for undergraduate and certificate programs is 12 credits per semester. However, during the summer sessions the full-time course load is lower for graduate and undergraduate studies. The summer session full course load for graduate degree programs is 6 credits and for undergraduate programs is 6 credits. Any student starting during a summer session is required to maintain a full course load

in that specific summer session. Keep in mind that if a student is required to take pre-requisites the course load may vary.

6. Obtain a new I-20 for a change of program/specialization or a program level of study. Abide by FXUA's attendance policy, which requires that all full-time students attend all classes.
7. Accept no employment of any kind, either on-campus or off-campus, without written permission from the ISS Office and, if necessary, by USCIS.
8. Request and be approved of a Reduced Course Load (if applicable)
9. Request a Program Extension of stay as needed. This must be done at least 1 month before the original program end date, according to the most current I-20. If a student requires more time to complete their program than that of which is authorized on the FXUA I-20, they must request a program extension through the ISS Webpage.
10. Complete a timely reinstatement application if the student has lost their status. The ISS office will make a decision on recommending the student for reinstatement based on the student's demonstration of intention to continue studying.

4.19.3 Vacation and Annual Break

Students who wish to take their annual break must complete an Annual Break Request Form via the International Student Services Office Portal at least one week prior to the beginning of the first session of the requested annual break. When the form is submitted electronically, the ISS Office will determine if the student is eligible for the annual break and will inform the student of the decision as well as the student's return to class date. The student will be informed via university email within three business days of submission of the Annual Break Request Form

If in a **Degree Program:** All degree-seeking F-1 visa students are permitted to take a break after studying at least one full semester, **and** only during the official school recesses, semester breaks, and summer sessions. However, if one of the summer sessions is their first semester, or in the United States, they must study during that specific summer session in accordance with the USCIS regulations.

4.19.4 Program Extension

F1 students are given a specific period of time to complete their academic program requirements. However, if students are unable to complete their program by the program end date printed on their current I-20 Form, it is the responsibility of the F1 student to submit a Program Extension Request to the ISS Office prior to their program end date. As per Federal Regulations concerning F-1 students, the ISS can extend the expected program completion date if the delay is "***caused by compelling academic reasons, such as change of major, or research topics, unexpected research problems, or medical reasons. Delays such as academic probation or suspension are not acceptable reasons for program*** extensions" [8 CFR 214.2(f)(6)(iv)]. To request a Program Extension of their I-20 Form students must:

a. Submit an electronic request for program extension by visiting the ISS webpage.
b. Students requesting a program extension due to compelling academic reason must obtain a recommendation from their Academic Advisor or School Dean.
c. Students requesting a program extension due to medical reasons must provide the necessary documentation issued by a licensed doctor.
d. When the ISS Office receives the electronic request, a DSO will review the request and will notify the student via email of the final decision. When the request is approved, the student will receive a new updated I-20 form (with a new program end date).
e. Student must submit a new Evidence of Financial Abilities (per the University Estimated Expenses) to cover the additional required time to complete the student's degree.

NOTE: Program extension requests may be submitted as early as 120 days prior to the student's current I-20 program end date as indicated on the I-20 Form and no less than 2 weeks prior to the program end date. Program Extension Requests cannot be made after the program end date/expiration date, doing so constitutes a violation of the F1 status.

4.19.5 School Transfers

If a current student studying on an F1 visa needs to make a school transfer, they are advised to do so in a timely fashion. It is required that students inform the ISS by completing an F-1 Transfer Out Request" via the ISS' Portal. Failure to do so will result in the student's record being transferred to a Terminated status. However, Initial students are required to inform the International Student Services Office of their intention to

transfer, via email, phone orr in person before the program start date listed on their I-20. Failure to do so will result in the student's record being transferred to a Terminated status. Initial students will also need to begin courses at the new Institution no later than 30 days of their entry date into the U.S. We ask that any student, who informs the department via phone.

Transfer-out students must submit the following information:

- Acceptance Letter from New Academic Institution
- F-1 Transfer Verification Form (if applicable)
- Institutional Withdrawal Form (with the required signatures, if applicable for non-completers)
- Copy of their F-1 Visa
- Copy of their I-94 record

The aforementioned documents must be uploaded on ISS Office webpage when submitting the electronic request for transfer out.

4.19.6 F-1 Visa Grace Periods

Upon completion of the program requirements, and/or completion of optional practical training, F-1 visa students must leave the US within the 60-day grace period, change to another immigration status within the time allowed, or return to school, usually within the first 45 days of the grace period. A student who obtains permission from an International Student Advisor for early withdrawal, prior to withdrawing from the university will have 15 days to depart from the U.S. However, a student who withdraws without prior approval or terminates their course of study must depart from the U.S. immediately.

4.19.7 Financial Support

If there are any changes in a student's financial status and sponsorship information such as a change in sponsor or receipt of scholarship and/or other financial aid, the student must report this change to the International Student Services Office within 10 days.

4.19.8 Travel Authorization for F-1 Visa Students

It is the policy of the Student Service Office (ISS) that all F-1 students wishing to travel outside of the United States at any time during their program of study or while on OPT will need to request permission to do so at least 2 weeks in advance of their travel plans. All F-1 students must be aware of the university's travel policy and adhere to it accordingly.

1. F-1 students should only travel outside of the U.S. during official school breaks (such as for Summer Break) with the exception of extreme emergency cases. The ISS Office will review documents on a case-by-case basis, and a Leave of Absence request will be required.
2. To submit a Travel Authorization Request, students must visit the ISS webpage and creating a new application request by clicking on the link for Travel Authorization Request
3. All F-1 students should obtain a DSO signature on their I-20 before they depart from the U.S.
4. All F-1 students must fulfill their financial obligation to FXUA before travel authorization
5. All F-1 students must enroll for their next mandatory semester, if applicable
6. The ISS Office encourages F-1 students to travel with all of their I-20s, valid passport and F-1 visa, financial documents, and academic records (current transcript or status letter)

Anytime a student wishes to travel outside of the U.S., they should be able to submit the following for proof of travel:

1. An electronic request via the ISS Portal.
2. Travel Itinerary (flight ticket information). **NOTE**: submission of an itemized travel itinerary is highly encouraged by the ISS Office. Students who are unable to submit travel itineraries will have their dates of travel recorded directly on their I-20 when issued.
3. Your most current I-20
4. Other documentation (if applicable)

**F-2 dependents also require valid Travel Authorization signatures for re-entry to the U.S.*

Disclaimer: All F-1 students and their dependents should understand that they assume any and all risks associated with traveling outside of the U.S. The ISS Office will guide and advise students to the best of their ability, with the understanding that CBP has the right to question and detain any student they choose for any reason.

4.19.9 Practical Training Regulations for F-1 Students

The U.S. government allows F-1 visa students **two** possible opportunities to gain practical experience related to their field of study, as follows.

1- Curricular Practical Training (CPT)/Academic Internship:

- The academic internship is defined as alternative work/study, cooperative education, or any other type of internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. The student must be enrolled in an academic course while on an internship an the internship component of any course is equal to only one (1) or three (3) credit hours. An academic internship is an optional component of specific degree programs. Students who wish to pursue the academic internship should consult with the school dean/director, and the Career Center for the required paperwork and permission.
- An F–1 student may be authorized by the DSO to participate in an internship program that is integral to an established curriculum, also known as Curricular Practical Training (CPT).
- Any student applying for a 3-credit internship will need to make sure that their internship application has been approved by the first day of classes for that current semester. At the discretion of the Dean, as well as the International Student Advisor, students applying for a 1-credit internship may be approved at any time during the current semester.
- In these 3 credit hours of internship qualified course, students will earn one credit for 45 hours of practicum/internship experience and will earn two credits for 90 hours of lectures and related course works.
- Students can request CPT in their first semester of enrollment, as part of their degree program at FXUA. This program will be implemented based on the FXUA's existing "Internship and Practicum Policy". Based on this policy, a student enrolling in CPT must take associated internship-qualified courses to complete the normal coursework and hours required for a traditional lecture course. These special courses allow students to apply what they are learning in class in the context of academically proper internship opportunities. The internship opportunities linked to these courses must be directly related to the content of the lecture courses.
- If an F1 student completes 12 months or more of full-time CPT, he or she will not be eligible for Optional Practical Training (OPT).
- It is the student's responsibility to keep track of the number of months they have participated in CPT.
- F1 students' CPT request must be authorized, and the starting date of the training must be effective before the student can begin work.
- To be considered in "good standing" in this program, students must pass their courses with a minimum cGPA of 3.0 for graduate students and 2.0 for undergraduate students. Students also must provide at least a satisfactory site supervisor evaluation to be eligible for enrolling in another CPT course.
- F-1 Students must maintain a valid F1 status and maintain good attendance
- F1 students need to enroll in a full course load of a minimum of nine (9) credit hours for master's degree students and a minimum of twelve (12) credit hours for undergraduate students per semester. Refer to the academic catalog for details.
- F1 Students who are working part-time on campus are eligible only for part-time CPT. The total hours of working in both sites must not exceed 40 hours per week.
- CPT can be full-time or part-time and paid or unpaid. 20 hours or more per week of Internship, is considered Full-time. CPT 20 hours or lesser per week of Internship, is considered Part-time CPT.
- A CPT offer letter must show a job title that is relevant to the program and course learning outcomes in which the student is enrolled.
- F1 students enrolled in Pathway or ESL Program are not eligible to apply for CPT.

- The Practicum agreement between the student, employer, and the University is mandatory. This must be signed by all parties and turned into the Program Chair, the Career Center, and DSO Office before the CPT I-20 can be issued.
- Any Changes of address or employment (Job description, nature of employment, work location, Supervisor) must be reported to the Program Chair, DSO Office, and Career services within 10 days of the change. Should a student choose to cancel his or her CPT, s/he must notify the Career Center and DSO Office within 10 days of the change.
- If a CPT must be renewed or extended, it is the responsibility of the student to notify the Program Chair, Career Center, and the DSO Office.

2- Optional Practical Training (OPT): The U.S. government permits graduated students in F-1 status to work for a limited amount of time in the United States so that they may reinforce what they have learned in university and/or college degrees programs. This benefit is called Optional Practical Training (OPT). OPT allows F-1 students to obtain employment in areas related to their academic program of study. OPT is available for periods up to twelve (12) months at each higher academic level, and may be extended under some circumstances in STEM program-related fields. A job offer is not necessary to apply for OPT, and if approved a student may work for one or more employers, change jobs, or look for work during the training period. Students who wish to pursue the OPT program should consult with the ISS Office for information on obtaining the required paperwork and permissions. It is the student's responsibility to apply for OPT in a timely manner.

* PLEASE NOTE: *These are only some of the rules and regulations associated with your F-1 visa, and/or status. Please contact the International Student Services Office for any questions or concerns regarding your visa, and/or status.*

5 ACADEMIC REGULATIONS

5.1 Student Enrollment Status

The Registrar's Office is responsible for the certification of students' enrollment status. Students are broadly classified as full-time or part-time. After the conclusion of the Add/Drop period each semester following the academic calendar, the Registrar's Office certifies the enrollment status of students.

Fall and Spring semesters are 15 weeks in length, and the two terms comprising the Summer semester are each 8 weeks in length. Fall and Spring semesters are considered "required" terms for attendance purposes and must maintain continuous attendance to remain enrolled. The Summer semester is considered optional for most students.

An overview of the enrollment statuses is below:

Enrollment Status	**Graduate Students**		**Undergraduate Students**	
	Credit Load Requirements by Semester			
	Fall & Spring	**Summer I & II**	**Fall & Spring**	**Summer I & II**
Full-Time	9 credits	6 credits	12-21 credits	12-21 credits
¾ Time	n/a	n/a	9 credits	9 credits
Half-Time	6 credits	3 credits	6 credits	6 credits
Less Than Half Time	3 credits	n/a	3 credits	3 credits

5.1.1 Full-Time Student Status

For fall and spring semesters, a full-time course load is nine (9) semester credit hours for graduate-level programs and between twelve (12) and twenty-one (21) (i.e., between 12 to 21) semester credit hours for undergraduate level program.

For the combined summer terms, a full-time course load is six (6) semester credits for graduate-level programs across all summer terms, and between twelve (12) twenty-one (21) (i.e., between 12 to 21) semester credits for undergraduate-level programs across all summer terms. For the summer session, eligible students can choose to take a combination of credits in Summer I and Summer II to equal the total full-time load, or can take all required credits in the same term to meet the credit requirement to be considered enrolled as full-time. If a student fails to take enough credits over the combined summer terms, they will be considered part-time.

Full-time enrollment is shown below:

Enrollment Status	**Graduate Students**		**Undergraduate Students**	
	Credit Load Requirements by Semester			
	Fall & Spring	**Summer I & II**	**Fall & Spring**	**Summer I & II**
Full-Time	9 credits	6 credits	12-21 credits	12-21 credits

Students who register for 18 credits at the undergraduate level, or more than 9 credits at the graduate level are considered "more than full-time" and must request a course overload.

5.1.2 Part-Time Student Status

All students who do not meet the criteria as a full-time student (e.g., students who enroll for less than the minimum number of credit hours per semester/term as prescribed above) are considered part-time students. Part-time students are classified as ¾ time, half-time, or less than half time as shown below:

Enrollment Status	**Graduate Students**		**Undergraduate Students**	
	Credit Load Requirements by Semester			
	Fall & Spring	**Summer I & II**	**Fall & Spring**	**Summer I & II**
¾ Time	n/a	n/a	9 credits	9 credits

Half-Time	6 credits	3 credits	6 credits	6 credits
Less Than Half Time	3 credits	n/a	3 credits	3 credits

5.1.3 Course Overload

Students who wish to register for more courses than the university defines as a full-time load, must complete a request for permission to take a more-than-full-time load.

Enrollment Status	**Graduate Students**		**Undergraduate Students**	
	Credit Load Requirements by Semester			
	Fall & Spring	**Summer I & II**	**Fall & Spring**	**Summer I & II**
Full-Time	9 credits	6 credits	12-21 credits	12-21 credits
Maximum Load	15	15	21	21

In order to be eligible to exceed the normal full-time load, a student must be in good academic standing entering into the following semester and for the most immediate prior enrolled semester. For graduate programs, a minimum cGPA of 3.5 and for undergraduate programs a minimum cGPA of 3.0 is required to be eligible. Students must have a minimum of a C- for all courses in their previous semester and no “in progress” or “incomplete” grades can be listed on their transcript for the prior semester.

In extraordinary circumstances, first time students may be approved for a course overload if evidence of previous postsecondary coursework is available for review, such as transcripts from previously attended post-secondary institution(s).

Students must obtain an approval signature from their academic advisor as well as the dean of the appropriate school, and submit the form to the Registrar’s Office before they can be registered for an overload schedule. The school dean has the authority to approve or deny the request.

5.1.4 Full Courseload with Mixed Degree Levels

Occasionally, a student may be required to take courses at both the graduate and the undergraduate level. This occurs mostly when someone is required to take program pre-requisites as part of any specific program requirements or in other similar circumstances. For these cases, the following would apply for considerations of full-time course registration:

Graduate+Undergraduate Level Courses	**Undergraduate Level Courses**
• 1 Undergraduate Program Pre-requisite + 2 Graduate Courses • 2 Undergraduate Program Pre-requisite + 2 Graduate Courses • 3 Undergraduate Program Pre-requisite + 1 Graduate Course	• 4-7 Undergraduate Program Pre-requisite Courses

If a student were to take fewer courses than those above, they would be considered less than full-time.

Courseloads above those listed in the table would follow the Course Overload requirements.

For students who may have program pre-requisite requirements, refer to the pre-requisite policy for details on requirements and timeframes for completion.

5.1.5 Undergraduate Students Classification

Classification of undergraduate students is based on the number of undergraduate course credits earned as follows: freshman, 0–29 credits earned; sophomore, 30–59 credits earned; junior, 60–89 credits earned; and senior, 90 or more credits earned.

5.1.6 Continuous Enrollment

All students in degree-seeking programs (whether full-time or part-time) are required to maintain enrollment in consecutive semesters of consecutive academic years until completion of the academic program. Summer breaks and an authorized leave of absence are the only acceptable exceptions to this rule. If a student fails to enroll by the add/drop deadline of a given semester, their status as a student at Fairfax University of America will be terminated.

For the degree-seeking students, the fall and spring semesters are mandatory, and the summer terms are optional. Degree-seeking F-1 students are not required to take classes during the summer terms, and they are allowed to take a break or take less than full-course load during the summer terms, unless summer is the first term of enrollment.

5.1.7 Non-Degree Enrollment

Non-degree students are those students who take courses without being enrolled a degree or certificate program. Students studying non-degree enrollment must complete a new enrollment agreement each academic year if they intend to study for more than one semester or academic year.

Example of when a student might wish to enroll in a non-degree program can include, but are not limited to: individuals who are enrolled in a degree program at another institution and wish to take a course/courses while in the area, or when their program does not courses offered by FXUA; individuals who wish to take a course related to their profession as a means of enhancing their knowledge; individuals who may be interested in a certification in an area offered within the curriculum.

FXUA does not guarantee that its courses will be transferable to other institutions, nor that credits taken by the university will be recognized by employers or other outside entities. Prospective students should discuss their goals for transfer credit or recognition with the entity in which they wish to seek transferability or recognition.

Individuals may wish to formally enroll in a program within the institution in the future should discuss this with an academic advisor about options. If a non-degree-seeking student wishes to change their status to degree seeking, the student must reapply to the university through the regular admission process with the Admissions Office. A maximum of 12 credits from non-degree study can be transferred to a graduate level program at the university; a maximum of 18 credits from non-degree study can be transferred to an undergraduate level program at the university.

NOTE: Non-degree students must meet all programmatic and pre-requisite requirements. Refer to the admission requirements for non-degree enrollment and/or the programmatic or course pre-requisites.

Registration is permitted on a space-available basis. Students must understand that they cannot graduate from any program or receive any degree in non-degree status. Non-degree students must follow and meet the same academic standards as degree-seeking students. Courses in which non-degree students enroll are subject to all regular tuition and fees. The university does not issue I-20s for non-degree study.

5.2 Bio-Demographic Information Policy

The Registrar's Office maintains the academic records of students while in attendance at the university. This includes bio-demographic information submitted by the student beginning with the admissions process, and includes information like a student's legal name, date of birth, address, phone number, social security number, gender, prior education, etc. These records are included in the student information system and are based upon legally documentable information.

Some bio-demographic information is represented on official university documents like an official transcript or diploma. Students who wish to change some aspect of their bio-demographic information must request and submit documentation related to updates in their official academic record.

5.2.1 Legal Name and Name Change

For official academic records, the university uses a student's legal name. This would include all official university documents (transcripts and diplomas) and official university business in which a student's name may be required (financial aid, enrollment certification, billing statements, payroll, and where required by law)

The legal name is defined as a verifiable, government issued form of identification including a civil-issued birth certificate, marriage license, divorce decree, social security card, passport, alien registration card, naturalization or citizenship certificate, state issued license or identification, or court order. Current students who wish to change their legal name after admission, they can do so by completing and submitting a Change of Bio-Demographic Information Form and notarized copies of one of the required supporting legal documents to the Registrar's Office. Such documents must reflect the new legal name exactly as it will be entered into the official records for the university.

Changes cannot be made retroactively once a student leaves or completes their program because academic records are sealed at graduation and no changes can be made to official records; therefore, an alumnus/a or a former student is not able to change their name after completion. The name on diplomas and transcripts will reflect the name at the time of degree completion or when they left the institution.

5.2.2 Preferred Name Policy

Occasionally, student wish to go by a preferred name that may differ from their legal name, and they can do so without documenting it with the university. Legal last names cannot be changed in any of the systems used by the university without a formal legal name change. However, inappropriate use of the preferred name policy that might be intended to avoid legal obligations, misrepresent one's identity, fraud, evasion, or other similar attempts at misrepresentation will not be tolerated and can result in disciplinary actions including, but not limited to suspension or expulsion. The university reserves the right to deny or change any systems or documentation where a preferred name may be used if used inappropriately and/or if offensive language is used.

Preferred names are limited to the use of alphabetical characters (including accented and non-accented), hyphens, and spaces. No special characters, emojis/emoticons, or other similar characters or pictorial representations can be used.

Students should inform their instructors/school officials of their preferred name, with a clear understanding that the information in the student information system, learning management system, etc., will include their legal name. In addition, the legal name will be used for all official documentation including those related to transcripts, diplomas, identifications, class rosters, etc.

5.2.3 Name Changes and University Email

All students have a university email account given to them upon enrollment. This is the university's official communication tool for currently enrolled students. If a student legally changes their name and it has been fully processed and updated in the student information system by the Office of the Registrar, then they can request for their email address to be updated/changed to reflect their new legal name. This can be done by submission of the Change of Bio-Demographic Information Form.

5.2.4 Bio-Demographic Correction or Changes

Much of the students' information is either self-reported in the admissions process, and/or verified using official, legal documentation. Occasional errors occur, and corrections are required.

5.2.4.1 Date of Birth Correction

If a student's date of birth has been recording incorrectly, the student can submit a Change of Bio-Demographic Information Form with the correct information, as well as notarized copies of the student's birth certificate or other civil issued documentation of the date of birth.

5.2.4.2 Ethnicity Correction

If a student's reported ethnicity has been recording incorrectly, the student can submit a Change of Bio-Demographic Information Form with the correct information. Since ethnicity is self-reported, it does not require other documentation/proof.

5.2.4.3 Social Security Number Correction

If a student's social security number has been recording incorrectly, the student can submit a Change of Bio-Demographic Information Form with the correct information, as well as notarized copies of the social security card or other civil issued documentation including the social security number.

5.2.4.4 Citizenship Status Updates or Corrections

If a student's citizenship status changes while in attendance, the student can submit a Change of Bio-Demographic Information Form with the correct information, as well as notarized copies of the residency card, passport, or naturalization papers.

5.2.4.5 Address and Phone Number

Students are required to keep the university apprised of their addresses and any subsequent changes that may occur. The Registrar's Office, and the wider university, are not at fault for any returned mail or documentation if a student changes their address but does not update it with the university. Students can update their address via the Student portal, or by submitting a Change of Student Address/Communication Form.

5.3 Transcripts

Official transcripts serve as formal and official academic records of a student's courses taken at the graduate, undergraduate, and non-degree levels. Transcripts the name of student, the program or programs of study, semesters enrolled, enrollment status at the time of issuance, grades, and credit hours.

The university issues paper-based transcripts and does not deliver/remit transcripts in an electronic format. A scanned copy of the transcript would be considered unofficial, as would faxed, photocopied, or other similar forms of creating/replicating copies in a digital or paper manner.

For a transcript to be released, a student's financial account must be free of financial holds including clearance of any and all fines, fees, tuition balances, and having met any requirements related to participation in federal financial aid (Title IV) programs.

Transcripts may also bear any academic honors awarded at the undergraduate level.

Other special notations may also be applied depending upon specific circumstances in which a specific violation of the university's policies occurred. The notation would include the following type of statement, *"[Suspended, Dismissed, or Withdrew while under investigation] for a violation of [insert name of institution's code, rules, or set of standards]."* Refer to the Non-Academic Misconduct section of the catalog for further information.

5.4 Semesters in the Academic Calendar

FXUA operates on a calendar in which the academic year is divided into two main semesters: fall and spring. Courses are also offered during the two shorter summer terms. The fall and spring semesters span over 15 weeks each. The summer term consists of two concentrated sessions consisting of 8 weeks each for academic courses.

5.5 Contact and Credit Hour System

Federal regulation (§600.2 of the Department of Education Federal Code) defines a credit hour as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

For students to complete any program, they must complete a specified number of credit hours as required by their respective programs of study. One credit hour can be earned by successful completion of 15 contact

hours of learning. One contact hour of learning is defined as a minimum of 50 minutes of supervised or directed instruction and appropriate break(s). For example, for three graduate credit hours, a student must receive 45 contact hours of classroom instruction or a combination of lab and class work. Two hours of lab is equal to one hour of classroom teaching. Additionally, three hours of internship or externship is equal to one hour of classroom teaching.

5.6 Grading System and Grade Point Average

5.6.1 Explanation of Grades

For graduate level courses, the grades of A, A-, B+, B, B-, C+, and C are passing grades, and C-, D+, D, D-, and F are failing grades. For undergraduate level courses, the grades of A, A-, B+, B, B-, C+, C, C-, D+, D, and D- are passing grades, and F is a failing grade. The grade of “I” (Incomplete) is given to a student whose work has been of passing quality but who has, for compelling reasons, been unable to complete all of his or her required coursework within 8 weeks of the beginning of next term. For the purpose of SAP evaluation, a grade of “I” is included in the calculation of the cGPA as a failing grade and counts as credit hours attempted for calculating the completion rate. The quality of performance in any academic course is reported by a letter grade. These grades denote the character of work and are assigned grade points as follows:

Percentage	Letter Grade	Grade Points	cGPA	Academic Standing
94.00-100.00	A	4.00	4.00	
90.00-93.99	A-	3.70		
87.00-89.99	B+	3.30		
83.00-86.99	B	3.00	3.00	*Satisfactory grade for graduate level programs*
80.00-82.99	B-	2.70		
77.00-79.99	C+	2.30		
73.00-76.99	C	2.00	2.00	*Lowest passing grade for graduate level course; satisfactory grade for undergraduate level programs*
70.00-72.99	C-	1.70		
67.00-69.99	D+	1.30		
63.00-66.99	D	1.00		
60.00-62.99	D-	0.70	0.70	*Lowest passing grade for undergraduate level programs*
0.00-59.99	F	0.00	0.00	*Failure*
75.00-100.00	S	--	--	*Satisfactory (non-credit)*
0.00-74.99	U	--	--	*Unsatisfactory (non-credit)*
--	AU	--	--	*Audit*
--	I	0.00	--	*Incomplete*
--	InP	--	--	*In Progress*
--	NR	--	--	*Not Reported*
--	PA	--	--	*Passing (credit awarded for thesis work)*
--	R	--	--	*Repeated Course*
--	SP			*Satisfactory Progress (credit awarded for thesis work)*
--	TC	--	--	*Transfer Credit*
--	UP			*Unsatisfactory Progress (no-credit awarded for thesis work)*
--	W	--	--	*Withdrawn*

5.6.1.1 Satisfactory (“S”)

Satisfactory (“S”): An “S” grade reflects satisfactory progress for a non-degree course. The “S” grade is not calculated in the cGPA; however, it is considered credit hours attempted.

5.6.1.2 Unsatisfactory (“U”)

Unsatisfactory Progress (“U”): Unsatisfactory Progress (“U”) reflects unsatisfactory progress for a non-degree course. The “U” grade is not calculated in the cGPA; however, it is considered credit hours attempted.

5.6.1.3 Course Auditing (“AU”)

Students electing to take a course for audit must receive approval from the Program Chair prior to the completion of the add/drop period. Students may not make changes to their audit status after the add/drop period. A variety of factors go into reviewing and approving a course audit, including space available in the course, a student’s current and previous academic standing, the total number of courses in a program, a student’s visa status, and the number of remaining courses left in the program. A grade of “AU” is awarded for a course audit. The faculty member and the student must agree to the terms of a course audit including expectations for attendance, participation, and coursework to be completed. Failure to adhere to these requirements will result in failure with a grade of “F” for the course. Classes taken for audit may be repeated for credit. Audited courses do not count as credits attempted for the purpose of determining satisfactory academic progress. Therefore, they have no effect on the student’s GPA computation. Course prerequisite policy will apply to all auditing courses. Audited courses are subject to all regular tuition and fees. Tuition and fees are subject to change without prior notice.

5.6.1.4 Incomplete Grade (“I”)

The grade of “I” (Incomplete) is given to a student whose work has been of passing quality but who has, for compelling reasons, been unable to complete all of their required coursework by the end of the semester. The situation should rise to the level of and meet the threshold of extraordinary circumstances that were beyond the student’s control.

The incomplete is a temporary assignment of an "I" grade to the student's transcript while they are actively enrolled at the university. Students who withdraw from the university prior to the changing of an incomplete grade from an "I" to a letter grade will be assigned a failing ("F") grade for the course upon withdrawal. An incomplete grade cannot be applied in a student's final semester.

The instructor of the course completes an Incomplete Grade Request Form and submits this to the Program Chair. The Program Chair approves or denies the request and submits the form to the Registrar's Office. Any amendments to parameters outlined in the form require resubmission. If the Program Chair also happens to be the course instructor, they can request approval from Executive Dean. A grade of "I" must be evaluated and changed within 50% of the immediate consecutive term (for an 8-week term, this equates to 4 weeks; for a 15-week term, this equates to 8 weeks). At this time, all work from the previous semester/session must be completed and submitted to the instructor. If a grade is not submitted within the allotted period of time, or if a student withdraws from the university while an incomplete grade is on their transcript, the grade will be changed from "I" to "F" with the assumption that the student has not fulfilled their requirements for the course.

The impact of an "I" grade on a student's satisfactory academic progress is as follows:

- A grade of "I" is included in the calculation of the cGPA as a failing grade and counts as credit hours attempted for calculating the completion rate.
- Courses that remain as an "I" at the end of 8th week of the beginning of next term will automatically become an "F" grade.
- Incomplete and Withdrawal grades may have an adverse effect on the successful course completion percentage of a student if he/she has been charged tuition for any part of the course.
- The "I" grade is only issued for verifiable, unavoidable reasons. Since the "I" grade extends enrollment in the course, requirements for satisfactory completion will be established through student/faculty consultation and documented on the student's transcript.

A Grade Change Request Form must be submitted to change the "I" to a letter grade. Upon receipt of the Grade Change Form, the Registrar enables the gradebook to allow a grade to be amended by the instructor. Then, the instructor will make changes to the gradebook on the faculty portal and re-submit the grade to the Registrar via the faculty portal.

5.6.1.5 In Progress ("InP")

Indicates a course for which a student is current registered in an active term.

5.6.1.6 Not Reported ("NR")

An "NR" grade means that a grade has not yet been reported by an instructor at the time of grade processing. If an instructor does not submit grades by the deadline of grade submission, the Registrar's Office records a temporary grade of "NR" to the student records. An actual letter grade will replace the NR grade once final grade processing takes place.

"NR" grades are not calculated in the cGPA; however, they will be considered credit hours attempted for academic satisfaction progress calculation. At the time "NR" changes to the letter grade, the student's SAP will be re-evaluated.

The "NR" grade is a temporary assignment designated on the student's transcript while they are actively enrolled at the university. Students who withdraw from the university prior to the changing of an NR grade to a letter grade will be assigned a failing ("F") grade for the course upon withdrawal. A temporarily assigned NR grade must be evaluated and changed within 50% of the immediate consecutive term (for an 8-week term, this equates to 4 weeks; for a 15-week term, this equates to 8 weeks). If a grade is not submitted within the allotted period of time, or if a student withdraws from the university while an NR grade is on their transcript, the grade will be changed from "NR" to "F" with the assumption that the student has not fulfilled their requirements for the course.

5.6.1.7 Repeat Courses ("R")

Students are permitted to retake any course to attempt to achieve a higher grade. The higher grade is used to calculate in the student's GPA, but the lower grade remains on the transcript. If a student needs to retake a course for a third time (or more), the student is required to seek permission from the Program Chair and the Executive Dean. Students are not permitted to attempt to repeat a failed course beyond the fourth attempt.

Credit can only be earned once for a course, unless the course specifically allows for a retake as defined in the course description, or in the case of a course that has varying topics from semester-to-semester (for example, a Special Topics course that would have a different topic). Such special topics courses require that the course name be altered to demonstrate the topic that was covered in the course.
If a student repeats a course and successfully completes the course, the following rules will apply in posting the student's cumulative record:

- The original grade, credit hours, and subsequent repetitions must be calculated as credits attempted in the successful course completion percentage for the purpose of satisfactory academic progress. As a rule, all of the credit hours for which the university has collected any tuition, whether for a first time or repeated course, will be included in the computation of the successful course completion percentage.
- The cumulative GPA will be based only upon the higher grade for the repeated course attempted.
- The original grade for the course repeated under this rule will remain on the student's academic record. The lower attempt will be excluded in the cumulative GPA calculation and the higher grade will be included in the cumulative GPA calculation.
- Course repetition does not extend the Maximum Time Frame for completing a program of study. (Maximum Time Frame is the time allowed for a student to complete a course of study. This requirement is discussed in more detail in other sections.) The student must complete the program within the original Maximum Time Frame allowed for their program.

5.6.1.8 Transfer Credit ("TC")

Please see transfer credit policy on page 94.

5.6.1.9 Official Withdrawal ("W")

A grade of "W" (indicating official withdrawal) will be recorded on the student's transcript. "W" grades are not calculated in the cGPA; however, they will be considered credit hours attempted if the student has incurred a financial obligation for the course. "W" grades affect the required minimum completion rate.

5.6.1.10 Thesis Course Grades ("PA", "SP", and "UP")

Given the unique nature of work required to complete the thesis, students will be awarded the grade of Passing ("PA"), Unsatisfactory Progress ("UP"), or Satisfactory Progress ("SP"), as determined by the mentor/committee chair.

- **Pass ("PA"):** A grade of "PA" requires final official approval of the thesis as determined by the committee chair and indicates successful completion of the course. The "PA" grade is not calculated in the cGPA; however, it is considered credit hours attempted.
- **Satisfactory ("SP"):** An "S" grade reflects satisfactory work towards a thesis course. Students who have made progress toward the completion of their thesis requirements, but still have work to complete at the end of the semester, may receive a Satisfactory grade ("S") for the course, indicating that they have made satisfactory progress, but have not yet completed all requirements for the thesis. This would include but is not limited to: a substantial approved demonstration of having actively worked toward completion of the thesis (e.g., the collection of at least some data) or the completion of a defense with major revisions required. Students receiving an "S" grade do not receive credit for the course and must work to complete the thesis in the following semester. The "S" grade is not calculated in the cGPA; however, it is considered credit hours attempted.
- **Unsatisfactory Progress ("UP")**: Unsatisfactory Progress ("U") may include but is not limited to: not following a schedule that was agreed upon with the chair or other committee members, neglect of progress toward or completion of the thesis, failure to address comments or concerns in a timely manner, late submission of work that does not allow enough time for committee members to review, etc. The "U" grade is not calculated in the cGPA; however, it is considered credit hours attempted.

5.6.2 Grade Point Average (GPA)

The GPA is determined by dividing the total number of grade points earned in courses by the total number of credits attempted. The GPA is carried out to three digits past the decimal point (example 1.000). No rounding up or down shall be done to arrive at the GPA. When a course is repeated, only the highest grade earned is counted in the computation of the GPA and the cGPA for graduation.

5.6.2.1 Cumulative GPA (cGPA)

cGPA is defined as the overall GPA attained so far in an ongoing education period.

5.6.2.2 Term GPA

A term GPA refers to the cGPA for a given term.

5.6.3 Receiving Grades

Students will receive their grades within one week of the submission of their grades to the Registrar's Office.

Students can view their grades via the Student Portal.

5.6.4 Grade Change Policy

Faculty members are responsible for and have the authority to assign grades due to their position to evaluate the student's academic work and performance in a course. It is the responsibility of the instructor to initiate any grade change if one is required. All grade change request require approval from the relevant Program Chair.

After final grades are submitted and finalized, an instructor must seek approval from the relevant Chair or designee, providing a rationale for the grade change request. This is done by completing the Grade Change Request Form and submitting it to the relevant Program Chair via email. The relevant form must also include a copy of the gradebook showing the student's original grade for the course/assignment in question and the work that was used to justify the change in grade.

If approved, the Chair will submit the form and coursework used to justify the grade change to the Registrar's Office. The Registrar will be requested to enable the gradebook to allow a grade to be amended by the instructor. Then, the instructor will make changes to the official gradebook and re-submit the grade. Faculty should maintain a copy of the form and coursework for their own records.

Once the grade change has been processed, the registrar will inform the faculty member, the Chair, and the student of the change.

5.6.4.1 Timelines for Grade Changes

Grade changes for:

- Incomplete grades must be submitted to the Registrar's Office within 8 weeks of the beginning of next term as stated in the Academic Calendar.
- Other allowable reasons as defined in the policy must be submitted to the Registrar's Office no later than the end of the following semester.

Any grade change submitted after the deadline will not be accepted by the Registrar's Office. Once a degree is conferred, the record is permanently closed for that degree; therefore, no grade changes can occur after conferral.

5.6.4.2 Grade Change

Grades are earned based upon the quality of and timeliness of work submitted for a course, and as such, grade change requests must be based upon the student's submitted work for the course based upon the course syllabus. Typically, this work is submitted during the semester in which the student has taken the course, but this work could be submitted upon reasonable approval of an Incomplete ("I") grade as allowable by the Incomplete Grade policy. Work should not be included that was not submitted on time, or that is meant to provide an unjustified boost in the student's grade that would give them unequal advantage over other similarly circumstanced students.

The following are examples of appropriate reasons for grade appeals:

- Arithmetical errors, typos, or incorrect calculations in the gradebook
- Coursework submitted was excluded in grade calculation
- Coursework has been submitted to remove an incomplete ("I") grade as permitted in the Incomplete Grade policy
- Grade appears to be based on impermissible factors such as discrimination, bias, or retaliation

The following are non-exhaustive examples of reasons for a grade change request to be denied. Grade changes intended to modify a grade so that a student:

- Can have a high enough grade graduate, or to materially improve a GPA/cGPA
- Could be awarded a scholarship, President's/Dean's List inclusion, or Latin honors
- Avoids receiving an academic warning, probation, or dismissal
- Can comply with internal and/or external requirements (for example receiving an award or scholarship from outside of the university)

Additionally, grade changes should not be considered for the following non-exhaustive examples:

- Personal issues that are not related to their academic coursework
- Demonstration of not having completed course requirements

Under no circumstances should a faculty member feel obligated to assign or change a grade from factors outside of the coursework submitted as part of the class. For example, faculty should never feel pressured to modify or a change a grade because of a request from an administrator. Such requests would violate the university's Code of Academic Excellence and Code of Ethics and should be reported to the Office of Institutional Effectiveness.

5.6.4.3 Grade Change Initiated by an Instructor

A grade can be changed by an instructor regardless of whether the change was a requested by the student. After final grades are submitted, an instructor must notify provide written justification to the Program Chair with a clear and justifiable reason for the change. The Program Chair will approve or deny the change accordingly.

If approved, the Registrar will enable the gradebook to allow a grade to be amended by the instructor. The faculty member will then l make the change(s) to the gradebook on the faculty portal and re-submit the grade to the Registrar via the faculty portal.

5.6.4.4 Grade Appeal Initiated by a Student

A student who wishes to question a grade must contact the instructor of the course in writing within the first two weeks of the next semester/session. This includes the summer sessions, even if the student decides not to take course(s) during the summer sessions. The request should include a clear indicator of what the student is requesting to be reviewed. The instructor will review the request and reply to the student regarding the decision. The Program Chair and Registrar may be copied on the written request and decision. If the Program Chair is also the course instructor, the Executive Dean can replace the Program Chair.

If the instructor does not respond within 2 weeks or the issue remains unresolved after receiving the instructor's determination, the student may appeal in writing to the Executive Dean within seven (7) days. The Executive Dean will initiate the formation of a grievance panel, which consists, at minimum, of the Program Chair (or designee), one disinterested faculty member, and a representative from the Office of Institutional Effectiveness. The student and faculty member will be invited to provide written statements and supporting documentation to the grievance panel regarding the matter; otherwise, the existing information will be reviewed. The student's request must include a clear indicator of the reason for requesting that the grade be reviewed. The grievance panel will then determine an appropriate resolution; both the student and faculty member will be notified of the decision within seven (7) days. The decision made by the grievance panel is final and cannot be further appealed.

5.7 Credit Hours In-Residence

A minimum of 50% of credit hours must be taken in-residence at FXUA.

5.8 Second Degree Policy

5.8.1 Second Bachelor's Degree

Students are not eligible to earn a second bachelor's degree within the same discipline (field of study). Students seeking a second bachelor's degree must complete all courses required for each program to include any core/foundational course and professional courses where applicable with a minimum of 54 semester

credits that are unique and different to each degree. Note that this is a minimum of 54 semester credits more than is required to complete the first bachelor's degree. No more than 6 semester credits may be substituted in the second major. Courses taken in the General Education area may apply to both programs and substitutions are not required.

5.8.2 Second Graduate Degree

The University will not award a graduate degree with the same major or discipline more than once regardless if the original degree was from FXUA or a non-related institution. This includes courses taken toward a different specialization within the degree for which a student was previously awarded. For graduate degrees, two degrees are understood to be the same if they are the same degree or contain a majority of the same core or required courses. An award from a previous non-related institution with the same degree name and major or discipline as the one being sought at FXUA is presumed to be the same degree. Students seeking a second master's degree at FXUA may not enroll in a program in the same discipline (field of study). No more than 6 semester credits (2 courses) may overlap between the two programs.

This policy does not apply to certificates programs. Students are not able to obtain two certificates due to duplication of required coursework in the programs.

Appeals for exceptions to this policy must demonstrate that the first degree differs significantly in the core or required curricula from the second degree being sought. Appeals can be submitted to the Registrar's Office.

5.9 Transferability of Credits, Courses, or Credentials to Other Institutions

Transfer of Fairfax University of America credits, courses, diplomas, certificates, or degrees earned to another institution is at the discretion of the receiving institution and no guarantee of transfer can be made by the university.

5.10 Course Add/Drop

After registration, a student may add a course at any time before the add/drop deadline specified in the Academic Calendar by completing an Add/Drop/Withdrawal Form. A student who wishes to change their schedule without financial penalty by adding or dropping a course may do so only during the add/drop period by submitting a Course Add/Drop/Withdrawal Form.

Permission to add a course after the last day of the add/drop period requires proof of extenuating circumstances and the written approval of the executive dean. Under no circumstances may a course be added after three (3) calendar days beyond the last day to add a course.

Students wishing to drop a course must do so before the last day of the add/drop period. A course that is dropped before the add/drop date will not appear in the student's academic record. Beyond the official add/drop period, a student may request to be removed from a class and this would be considered a course "withdrawal." Course withdrawals remain on the student's transcript.

5.11 Course Withdrawals After the Add/Drop Period

If a student requests to withdraw from a course after the add/drop period has ended may do so, but the course will be reflected on the student's transcript. To withdraw from a course, the student must complete the relevant section of the Course Add/Drop/Withdrawal Form, obtain the program chair or academic advisor's signature, and submit the completed form to the Registrar's Office.

If the Course Add/Drop/Withdrawal Form is received after the add/drop period, but before the end of the last day to withdraw with a grade of "W," as defined on the Academic Calendar, a grade of "W" (indicating official withdrawal) will be recorded on the student's transcript.

If the Course Add/Drop/Withdrawal Form is received after the add/drop period and after the end of the last day to withdraw with a grade of "W," as defined on the Academic Calendar, a grade of "F" (indicating course failure) will be recorded on the student's transcript.

The date of submission of a completed form to the Office of the Registrar is used to determine how the withdrawal is processed (i.e., whether the grade is recorded as a "W" or an "F").

Course withdrawals are subject to financial penalties, see the cancellation/refund policy.

5.12 Institutional Withdrawals

FXUA distinguishes between official, student-initiated withdrawals from unofficial, administrative withdrawals.

5.12.1 Official Withdrawals

A student may withdraw from the university when circumstances beyond the student's control make it impossible for him or her to complete their coursework for the semester. A student wishing to withdraw from the university must complete the relevant section of the Institutional Withdrawal Form, obtain the school officials' signatures, and submit the completed form to the Registrar's Office. This is considered an official withdrawal from the university.

5.12.2 Administrative Withdrawals

If a student fails to attend for a period of 14 consecutive calendar days of classes for which they are registered in a given semester or term, the university will make a determination as to whether the student intends to return to classes or should be administratively withdrawn (unofficial withdrawal) from their program of study. The decision to maintain a student in an active status beyond the determination on the 14th day will be made on a case-by-case basis.

Students who do not attend class within the first 14 calendar days of the term will be administratively withdrawn from their course(s) and will not be permitted to re-register for that semester.

Students who fail to register by the end of add/drop period are automatically considered administratively withdrawn from the University.

5.12.3 Withdrawals and Course Grades

The student will receive a grade of "W" if they withdraw between the second and tenth week of the semester for 15-week courses, between the second and fourth week of the session for 7-week courses. A student who does not withdraw from the university before the deadline will receive a failing grade or a letter grade based upon their performance in the course. The institutional refund policy is applied to determine if the institution is required to provide a refund to the student.

5.13 Military Activation Policy

Fairfax University American considers individuals to be uniformed services if they are on active duty in the armed force and Reserves, and National Guard.

5.13.1 Uniformed Services Students and Call to Active Duty

FXUA provides several options for its uniformed services students who are required to withdraw or have prolonged absence from their studies. In the event that a student is under call or order to active duty once the semester begins can choose to withdraw from their courses, receive a grade of incomplete for all of their courses, or to earn a grade for their courses. The administrative and academic departments will do as much as possible to accommodate the needs of active-duty students while enrolled at the university.

A copy of a student's military orders must be provided to their program chair and the Office of the Registrar. Students should consult with and ensure that their program chair is appraised of their requirements for active duty and should keep them informed of any intended decisions throughout the entire process. Program chairs will work with students and provide them guidance on navigating their studies leading up to their active duty/deployment.

5.13.1.1 Course Withdrawal for Active Duty

After the add/drop period has ended, students can elect to withdraw from their courses as of the effective date of the call or order to report for active duty. Following the Academic Calendar, students are eligible to withdraw from a course/courses through the "W" (withdrawal) period and would receive a "W" grade for their courses.

Active-duty students who withdraw from their courses receive a full refund for any tuition and fees incurred for the semester in which they withdraw from their course/courses. If a student withdraws from some, but not all, of their courses, their tuition will be reassessed and credits for the tuition and fees for withdrawn courses will

be refunded. Students receiving financial aid awards should consult the Financial Aid department regarding any loans or grants regarding any potential adjustments to their award following return to Title IV funds.

5.13.1.2 Incomplete Grades for Active duty

Students who may be far enough in the semester and wish to receive an incomplete grade may make arrangements with their course instructor and program chair regarding affordances for making up any missed work. A specific plan must be established in writing regarding such arrangements, and all provisions of the Incomplete Policy must be followed.

5.13.1.3 Earning a Grade for Active Duty

Some students may find themselves at a point in the semester where they are far enough along in the course that they can complete any outstanding items and accelerate their coursework in time to being Active Duty. If a student wishes to seek this option, they must work with their course instructor(s) and program chair to make a written plan for completing the course during the remainder of the semester and/or prior to beginning active duty. A specific plan must be established in writing regarding such arrangements. Failure to adhere to the plan would result in the grade for the course being assessed based solely upon the work provided up to the point of the end of the semester.

5.13.2 Leave for Military Duty

Following the Higher Education Opportunity Act (HEOA) of 2008, FXUA will reinstate a previously enrolled student to the same program of study if it is still available. If a program of study has significantly changed from the time period that the student was enrolled, the university will make every effort to maximize prior coursework taken in the program toward the newer version of the program. It is possible that not all courses will apply to the new program, but the university will make every effort to assist the student. In some cases, especially if the program of study is no longer offered or has significantly changed from the time the student was enrolled, the university will admit the student to the most similar program available unless the student requests or agrees to be admitted to a different program.

5.13.2.1 Notice of Call to Active Duty

Students who are called to active duty must provide a copy their military orders to their program chair and the Office of the Registrar. Failure to provide this written notice may impact their ability to return.

U.S. military veterans are eligible if they began a leave of from school to participate under an active-duty order/call on or after August 14, 2008 if they performed active duty for a period of more than 30 consecutive days, and received a discharge other than dishonorable or bad conduct. The cumulative absence shall not be more than five years, and notice to return to the university of no later than three years after completion of the period of service. If a student is recovering from service-related injuries, they must inform the university no later than two years after recovery.

These students will not need to reapply and would not be required to pay an application fee (if generally required by the university) upon readmittance. Students who wish to be reinstated should contact the University' School Certifying Official for Education Benefits regarding the process for reinstatement.

5.14 Program Prerequisite Completion Policy

In recognizing the potential for students to broaden their professional perspectives, and/or build interdisciplinary knowledge bridging two fields of study, when programs are created by content-area experts, they are requested to define minimum content knowledge required for success. In instances in which some content-area background knowledge would be required, the faculty designate special "program prerequisite" courses aimed at providing this foundational knowledge.

Program prerequisite courses are courses that the faculty within a discipline have deemed necessary for entry into a program of study. These may be required in instances in which (including but not limited to) a student wishing to pursue a graduate degree in a content area other than that of their undergraduate degree.

Prerequisite courses are intended to provide an educational foundation of skills and content that will help students to meet educational and institutional learning outcomes and be successful in their pursuit of a master's degree. In the interest of ensuring that students are able to hone these skills in a meaningful

manner, FXUA places regulations on the time-period in which our students must complete any program prerequisite courses.

This policy recognizes the importance of completing prerequisite courses as an integral part earning a graduate degree.

5.14.1 Importance of Prerequisites

In the interest of providing an enriched academic classroom experience for all students, FXUA has set forth the following regulations on the completion of the program prerequisite component of certain graduate programs offered. Program prerequisite courses are intended to fill in content-area knowledge that may missing from an undergraduate experience, especially when that undergraduate degree is outside of the student's new intended degree area. In the interest of having enriched classroom discussions and laying the foundation for all other coursework as quickly as possible, FXUA requires that all students complete all program prerequisites within the first 12 months of study. Most students are able to complete all program prerequisites within one or two semesters of full-time study. Advisors and students will ensure that all undergraduate prerequisites are completed at the discretion of the Program Chair before students can take other graduate-level coursework with the only exception being in cases in which students need to be enrolled full time and they have fewer than three prerequisites remaining (see below).

Since the nature of program prerequisites was determined by faculty as being necessary for success in the program, any additional program prerequisites were instituted specifically to provide equal foundational knowledge to all students in these programs. The exact number and nature of these program prerequisites differs from program-to-program. Some programs require as many as five program prerequisites, others require up to two, and some do not require prerequisites at all. This policy specifically lays out the procedures for reviewing/approving program prerequisites for programs that currently require them.

The exact number of required prerequisites depends upon the individual situation of the student, including his or her previous degree(s) and/or professional coursework or certifications that they might have. As such, a content-area expert is required to advise and develop an individualized plan centered around identifying and filling in any potential gaps that the student might have. Because prerequisites are introductory in nature and would be required for the student to be successful, they must complete all of their prerequisites before enrolling in their degree-area courses unless the number of courses that the student needs might put them under full-time enrollment. In such cases, students may be concurrently registered in courses that do not require prerequisites prior to enrollment (see below). Generally, this would require taking a full or nearly full load only with program prerequisites.

A full-time student load is defined by FXUA as 3 graduate courses or 4-7 undergraduate courses; wherever possible, FXUA attempts to ensure that all students who wish to/need to be full time can do so. Although FXUA's full-time load policy is defined elsewhere in the catalog, students who are required to complete less than 3 program prerequisite courses, but need to be registered for full course load, are eligible to enroll for graduate level courses that do not require prerequisite. In this case, students must complete their program prerequisite courses during their first semester of study.

Students who must complete program prerequisite will not be allowed to register for classes by themselves. The academic advisor must create a Program Prerequisite Completion Plan for the student and ensure classes are offered for the established period. The Program Prerequisite Completion Plan will be outlined upon acceptance, and it will be put into place after a meeting between student and advisor.

5.14.2 Consequences for Non-Fulfillment of Program Prerequisites

If, for any reason, a student has not fulfilled all required program prerequisites after 12 months of study, they will be required to work with their academic advisor prior to the start of the next semester and to update their Program Prerequisite Completion Plan. The plan outlines the steps that the student will be required to take to complete the program prerequisites in a clear and expeditious manner. Upon approval by the student and academic advisor, the plan must be submitted to the Executive Dean for final approval. The Executive Dean will then submit the finalized form to the registrar before the end of the add/drop period in the semester following the completion of the first full year of study.

The plan will be monitored on a semester-basis until such time that the plan has been fulfilled all program prerequisite requirements have been met. If the plan is put into place and not followed by the student, further disciplinary action may be taken, including an academic warning.

5.14.3 Prerequisite Requirement Waiver

FXUA recognizes that there are a myriad of ways that potential students learn this foundational knowledge. One such way would be to fulfill the program's foundational knowledge as part of an undergraduate degree/certificate. If a student's degree is directly aligned with the program, then the program prerequisites have been satisfied. Alternatively, if a student can demonstrate through professional coursework or certifications from professional organizations recognized as industry standards in the field, these program prerequisites may be deemed satisfied by a qualified program chair/department chair who is a content-expert in the area in question.

To demonstrate that program prerequisites have been satisfied, the applicant needs to provide proof of official examinations and/or certifications pertaining to the prerequisite's subject. If a waiver is requested by an applicant, a Prerequisite Evaluation Request Form with all supporting documents (i.e., examination and certifications) must be submitted to the chair of the applicant's elected program for review and consideration. Upon evaluation of the student's supporting documentation, the program chair will decide if it suffices the prerequisite(s) criteria and approve or deny the request.

In order to be considered for having met the program pre-requisite requirement, coursework must be of a grade of "D" or better.

5.15 Course Prerequisite Completion Policy

Course prerequisites are designed to ensure that students registered for a course have the required minimum background for study of the course content. This background is obtained through courses equivalent to the listed prerequisites.

5.16 Academic Advising

Clear and direct advising is a crucial part of the out-of-class experience and provides vital resources and support for students throughout their academic journey and beyond. Program Chairs/Director have ultimate responsibility for registering their advisees (i.e., all students in their program[s]), and they serve as the academic advisors for students throughout their programs. These individuals are credentialed, and course qualified to serve as content experts who are able to advise students on their academic and professional progress. Students can contact their advisor by any method (in-person, phone, email, etc.), and advisors will response within a reasonable timeframe. Students who are unsure of the name and contact information for their advisor can find this information via the Student Portal, consulting the Program Chair Directory in the Academic Catalog, or by contacting the Office of the Registrar.

Academic advising includes, but is not limited to, assisting students in choosing a specialization, providing additional guidance and resources for student success, planning course selection and registration, assisting students with navigating the policies and procedures of the university, tracking academic progress, ensuring compliance with the outlined program requirements, developing an academic plan, advising the student on how to improve their GPA, and providing guidance on career planning or further academic studies. Students can contact their advisor via email, phone, or in-person, and can expect a follow-up from their advisor in a reasonable timeframe.

With their advisor's help, students design and maintain an academic program that will fulfill general and specific degree or certificate requirements. It is the student's responsibility to understand and satisfy all academic requirements. Students meet with their academic advisor each semester to discuss their course options, and the academic advisor then registers the student for courses for the upcoming term. In doing so, students and their advisors discuss options and program/university requirements. Students are responsible for ensuring that they fulfill requirements as outlined in the academic catalog.

Upon admission to an FXUA program of study, but before the beginning of classes, students are required to meet with their academic advisors. This initial advising session includes the following:

- A review of the requirements for the student's intended program of study;

- A review of the student's prior academic record (if any) and possibilities for any program or course pre-requisites or other areas of concern;
- A recommendation as to course selection for the upcoming semester/academic year;
- A discussion of the career and/or graduate study options open to the student; and
- Further evaluation of any areas in which the student might need additional support or resources.

Students returning re-enrolling at the university or returning from a Leave of Absence must schedule a meeting with their advisors to take place no later than one week before the start of classes.

Students with course-specific issues (for example, questions about a homework assignment) should contact their course instructor directly; however, if a student wants to discuss long-term plans, next classes, programmatic progress or requirements, the advisor would be the best contact.

5.17 Course Registration

Students must discuss their program of study with their advisor prior to registering for courses each term. Student meet with their advisor each semester to ensure that they are on track for program completion, register for courses within their program of study, meet all required program and course pre-requisites, and to discuss their general academic progress.

Student must register for their courses for the next semester by the dates indicated on the academic calendar. Failure to do so may result in additional fees or ineligibility to register for the upcoming semester.

5.18 Courses Taken as Over/Under

Some undergraduate programs allow students to choose to take a course at the undergraduate or the graduate levels ("over/under"). If the course is taken as an "over", or graduate-level course, students can earn graduate credit that can be applied to a future master's degree at FXUA. If the course is taken as an "under", or undergraduate-level course, the course would not apply to a future master's degree at FXUA. If a student takes the undergraduate version of the course and later decides to apply for a master's program at FXUA, the student would need to retake the course at the graduate level in order to receive credit for the course toward a graduate degree. Students taken the course as an *under* receive undergraduate credit for the course, and as an *over* receive graduate credit for the course. The over-version of the course can be applied to an undergraduate degree for degree completion.

When a course is taken at the graduate level, the workload for the undergraduate version of the course is different than when it is taken for graduate-level credit. A student cannot retroactively change from receiving undergraduate credit to graduate credit, as the workload is different.

5.19 Attendance Policies

5.19.1 General Attendance Policy

In recognizing the correlation between attendance and academic achievement as well as student retention, regular and punctual attendance is mandatory for students enrolled at the university.

The policy applies to all programs unless specified otherwise.

5.19.1.1 Absences

Students should strive to maintain satisfactory attendance and should miss class only when it is absolutely necessary. In instances in which personal circumstances sometimes keep students from attending all classes, it is the student's responsibility to notify the course instructor prior to missing class. In cases where advance notification is not feasible (e.g., accident or emergency), the student must provide notification as soon as possible after the absence. This notification should include an explanation of why a notice could not be sent prior to the class.

5.19.1.2 Excused Absences

Some absences can be determined to be "Excused" absences and permit the student to make up missed coursework or receive an equivalent amount or type of work that would have been received in class. The following are only five acceptable reasons for an absence to be an “Excused” absence:

1) **Serious illness or serious medical emergencies on the part of the student or a dependent**. The student must submit a doctor’s note explaining the reason for the absence to the instructor(s).
2) **Family emergency.** The student must submit a note and supporting documents to their instructor explaining the reason for their absence. In case of a death in the family, a death certificate must be submitted as supporting documents.
3) **Legal.** The student must submit the official documentation to their instructor explaining the reason for their absence.
4) **Military duty.** Student must provide an official government, state, or civic document indicating conditions and length of required service.
5) Authorized and approved events that are of significant relation to course content as approved by the faculty member and/or dean.

5.19.1.2.1 Proof of Excused Absence(s)

Students must submit proof of the reason for an absence (outlined above) to be excused to their course instructor. The instructor can require additional documentation substantiating the excused absence from the student and have established timeframe for such submission.

5.19.1.2.2Make-up Work

To make up the excused absence course work, the student must initiate communication with the instructor to determine the deadline and what will constitute the make-up of the course work. If an excused absence is warranted, the instructor will provide the student an opportunity to make up any in-class quizzes, exams, or other assignments or activities that contribute to the final grade or provide a reasonable alternative by a date agreed upon by the student and instructor. Given the nature of some in-class assignments or work, some assessments may not be made up in their original form, and alternate forms of assessment may be required that provide a similar or equivalent evaluation of knowledge or skills (for example, an alternate form of a test if a standardized test was used in class, a paper instead of an in-class group project, etc.).

The final decision on the content and deadline of the make-up must be communicated to the student in writing, by the instructor, via university email. If the student does not follow the make-up plan (e.g., does not appear at the prearranged time or misses the deadline for make-up work), they forfeit their rights for further make-up of that work. Timely communication between the student and instructor is important.

5.19.1.2.3 Appealing Denials of Excused Absences

If the student feels that they have been unfairly denied an excused absence, the student may appeal to program director/chair, who will consider the case and attempt to resolve the problem. If the case cannot be satisfactorily resolved at that level, a final appeal may be made to the grievance panel.

5.19.1.2.4 Unexcused Absences

Absences for unexcused reasons will result in not being able to make up in-class work, quizzes, exams or other assignments and may negatively affect the student's final course grade. The instructor is under no obligation to provide an opportunity for a student to make up work due to an unexcused absence.

5.19.1.2.5 Lateness

All students are expected to be in class on time. Late attendance is disruptive to both the instructor and students. If a student is late for class more frequently than what the instructor(s) considers acceptable, the instructor will report the issue to the program chair or designee for appropriate disciplinary action.

5.19.1.2.6Left Early

All students are expected to be in class on time and remain for the duration of the class. As with late attendance, leaving early can be disruptive to both the instructor and students. Students who leave class early more frequently than what the instructor(s) considers acceptable, the instructor will report the issue to the program chair or designee for appropriate disciplinary action.

5.19.1.2.7 Appealing Attendance Designations

A student who wishes to question his/her attendance designation (absent, present, late, or left early) must contact the instructor of the course in writing before the course ends or within the first two weeks of the next semester/term. This includes the summer terms, even if the student decides not to take course(s) during the summer terms. The instructor will review the request and reply to the student regarding the facts of the student's attendance record. The school dean and Registrar may be copied on the written request and facts regarding the attendance record.

In the event that the instructor does not respond within 2 weeks or the issue remains unresolved after receiving the instructor's determination, the student may appeal or request an exception to the attendance policy in writing to the school dean 15 days after emailing their instructor. The Program Director/Chair will call a meeting with a grievance panel, which consists, at minimum, of the dean and/or the Program Designee, one faculty member. The student and faculty member will be invited to present their perspectives of the issue to the grievance panel. The grievance panel will then determine an appropriate resolution; both the student and faculty member will be notified of the decision within seven (7) days. The decision made by the grievance panel is final and cannot be further appealed.

5.19.1.3 F-1 Students

Students who attend the university on a student visa must comply with the standards set forth to maintain their status.

5.19.2 Non-Attendance

Students are expected to attend class as scheduled. Students who do not attend risk being withdrawn for non-attendance.

If a student needs to take an extended period of time off from their studies, they should apply for a Leave of Absence. If a student fails to return from a schedule Leave of Absence (LOA,) they will be withdrawn for non-attendance at the conclusion of the add/drop period in which their LOA was scheduled to end.

Students who do not attend class within the first 14 calendar days of the term will be withdrawn from their course(s) and will not be permitted to re-register for that semester.

5.19.3 University's Official Census

Although the university tracks status changes and student numbers throughout the year the official Census date, for administrative purposes is October 15th. The number of students attending the university is used for a variety of reasons, including for federal reporting for the Integrated Postsecondary Education Data System (IPEDS) reporting requirement for the university.

5.19.4 Students on an F-1 Visa

In addition to the university's attendance policies, F-1 students have additional requirements that they must follow with respect to Federal regulation, which include maintaining satisfactory attendance each term/semester. Students who do not maintain regular attendance risk having their I-20s cancelled, leading to a loss of visa status; thus, failure to maintain attendance may result in loss of status. F-1 students who are having difficulty maintaining attendance are urged to meet with their advisor, the School head and/or the DSO of International Student Services as soon as possible to avoid loss of visa status.

5.20 Degree Conferral and Graduation Requirements

Degrees and certificates are conferred based upon the final semester in which the student completes all course, programmatic, and institutional requirements. All requirements must be completed, including all course grades, prior to the degree conferral date.

5.20.1 Graduation Requirements

Students are responsible for tracking their progress toward degree/program completion, and also for notifying the registrar's office that they intend to graduate via completion of the Program Exit Process. Students who do not notify the Office of the Registrar of their intent to graduate, but who meet all graduation requirements,

will be changed to an "Alumni" status once the Office of the Registrar deems that the degree requirements have been met.

5.20.1.1 Degree Program Graduation Requirements

The following minimum requirements must be met in order to qualify for a degree:

	Graduate Degree	Undergraduate Degree	Graduate Certificate
Minimum Passing Grade Per Course	C	D-	C
cGPA	3.00	2.00	3.00
Total Required Credit Hours	36	120	18

For a variety of reasons, a student may wish to continue in their degree program beyond completion of the minimum requirements. In such instances, students must petition to remain in the program beyond meeting all minimum graduation requirements.

5.20.2 Program Exit and Process

All students must complete the Program Exit Process in their final semester of study. All students who are nearing program completion must complete the Program Exit Form via their Student Portal. Failure to do so could result in a delay in processing the conferral of the degree, which also has an impact upon when diplomas/certificates are created.

The fee for exiting the program is $150 for all undergraduate and graduate students if paid by the deadline, or $200 if paid after the deadline.

Non-degree students who complete their courses/program may receive proof of completion of their courses/program by paying a $30 program completion fee. The cost covers any official letters, certificates, or diplomas for the courses/program. See the program information and/or the program chair for information. The fee is non-refundable.

Failure to complete the Program Exit Process will result in a delay in processing the creation of the diploma or certificate. No transcripts or other proof of program completion will be issued unless/until the Program Exit Process is completed.

5.20.3 Graduation Honors

Graduation honors are given to undergraduate degree recipients who have demonstrated significant distinguished academic achievement and representations of the highest standards of academic integrity. These honors are bestowed upon students in the form of Latin honors. Undergraduate degree recipients earn Latin honors based upon their cumulative Grade Point Average (cGPA) at the time of degree conferral. Because transfer credits would carry grades awarded by the university and therefore have no effect on GPA calculations, transfer courses are not considered for Latin honors. The notation will appear on the diploma as well as on the transcript.

Students who have any violations of Non-academic Misconduct or any Egregious Instances of Academic Integrity Violations during the time that they study in their undergraduate program, are ineligible to receive Latin honors. Additionally, given the intended nature of the learning experience related to academic acculturation around Academic Integrity and the Student Honor Code, students who receive more than one academic integrity remediation during their program also ineligible.
The requirements for graduation with honors are as follows:

Undergraduate Degree Program	Degree cGPA
Summa Cum Laude	3.900 or higher
Magna Cum Laude	3.700 – 3.899
Cum Laude	3.500-3.699

5.20.4 Degree Conferral versus Commencement

Degree conferral is the act of awarding credentials for successfully completing the programmatic requirements outlined in the Academic Catalog. This is distinct from the Commencement Ceremony, which is the formal celebration that the entire learning community participates in to honor those who have graduated.

The date that a degree is conferred and the date of graduation (program completion) is the final day of the semester or term in which the student is registered and completed all graduation requirements.

5.20.5 Student Records Upon Graduation

Records are sealed at graduation and no changes may be made to the academic record (transcript) after a degree has been awarded.

On rare and extreme occasion, the university may retroactively revoke the degree/credential if significant violations are deemed to have led to the awarding of the degree. This could occur, for example, if the university determines that the degree was unjustly granted in cases where the student plagiarized their thesis or final project and would have otherwise not been awarded credit for the artifact.

5.21 Academic Honors

5.21.1 President's and Dean's Lists

The President's and Dean's Lists are compiled at the end of the Fall and Spring semesters to recognize FXUA's high-achieving academic students in degree programs. The list consists of names of students who meet the criteria for that semester as outlined below.

President's List			
#	**Requirements**	**Undergraduate Students**	**Graduate Students**
1	Minimum GPA	4.00	4.00
2	Minimum credit hours attempted and earned	12	9
3	Minimum grade	A	A
4	Other requirements	• No I, U or F • Only required grades for the intended program are considered	

Dean's List			
#	**Requirements**	**Undergraduate Students**	**Graduate Students**
1	Minimum GPA	3.75	3.90
2	Minimum credit hours attempted and earned	12	9
3	Minimum grade	C+	B+
4	Other requirements	• No I, U or F • Only required grades for the intended program are considered	

A letter from either the Office of the President or the Dean's Offices is sent to students noting their accomplishments and placement on the list. The President's and Dean's list are published on FXUA's website twice a year.

5.22 Satisfactory Academic Progress (SAP) Policy

The Satisfactory Academic Progress (SAP) Policy monitors and measures whether the students are maintaining satisfactory academic progress in their educational programs. The standards and requirements of satisfactory academic progress apply to all enrolled students.

5.22.1 Satisfactory Academic Progress Standards

The satisfactory academic progress (SAP) standards are measured after the final grades are recorded at the end of Fall, Spring, Summer I and Summer II, which are called "evaluation points". SAP is measured by the following three criteria.

1. Maximum Time Frame for Program Completion (MTF)
2. Qualitative Standard: a required minimum cumulative grade point average (cGPA)
3. Quantitative Standard: a required minimum completion rate (CR)

If SAP is met, a student will continue on in good academic standing with no additional indication in the student's record.

Students who fail to meet any of the above-mentioned criteria will be considered not meeting the SAP requirements and will be put on "probation." If SAP is not met, a letter will be sent to the student's official university email of record and a copy will be placed in the student record based on the category.

At the time of SAP review, students will fall into one of the following categories:

- **GOOD STANDING:** Student has met all required SAP standards and is eligible for aid for the following semester or academic year provided that all other requirements are met, no administrative action is taken if SAP is deemed "met".
- **ACADEMIC WARNING:** Student has not made progress standards for the first time; the student will remain eligible for financial aid for one semester. The student must make improvements on all SAP standards in order to be removed from Academic Warning.
- **ACADEMIC DISMISSAL:** Student fails to meet the required SAP standards at the end of an academic warning period or fails to comply with the Academic Plan during or at the end of an Academic Probation period, or who again does not meet SAP standards; the student is no longer eligible for Financial Aid. Please see re-establishing eligibility below.
- **ACADEMIC PROBATION:** Students who face an Academic Dismissal (having been on Academic Warning in the prior semester/term) who, for compelling reasons, are able to justify to the SAP Appeal Committee that they are able to make significant changes in future terms to overcome any potential areas of academic concern. If the SAP Committee agrees with the student's justification and potential plan for improvement, the student can continue on Academic Probation and will remain eligible for financial aid for one semester or length of Academic Plan. At the next evaluation point, if the student continues not to meet SAP, then the student will not be eligible for financial aid.
- **FINAL ACADEMIC DISMISSAL:** Student received an Academic Warning and then an Academic Dismissal in a subsequent, consecutive term. The student appealed to continue in the program and was placed on Academic Probation to make improvements, following an Academic Plan. The student failed meet the terms of the Academic Plan and receives a Final Academic Dismissal. This Final Dismissal can be appealed, but the reasons for the appeal must be materially and significantly different than the original appeal. If a student does not appeal, or if their appeal is denied, the student is required to withdraw for a period no less than 365 calendar days.

SAP is calculated by Registrar's Office at each "evaluation point" and the actual calculation is maintained by the Registrar.

5.22.2 Maximum Time Frame (MTF)

Students must complete their program of study within 1.5 times the Normal Program Length (NPL) as measured in semester credit hours attempted. This is called the Maximum Time Frame (MTF) and is formulized as MTF = 1.5 x NPL. For example, the MTF for an undergraduate degree program is 180 credits MTF = 1.5 x NPL = 1.5 x 120 credits = 180 credits.

Credit hours attempted are defined as any clock or credit hour for which a student has incurred a financial obligation. All registered hours at the end of the add/drop period will be counted in the MTF determination. In addition, any transfer credit hours accepted from other institutions will be counted in the MTF.

Program of Study	NPL in credits	MTF credits
Graduate Certificate Programs	18	27
Undergraduate Degree Programs	120	180
All Other Graduate Degree Programs	36*	54*

* Beyond the program prerequisites.

If a student is unable to complete the program within one of the aforementioned MTF allowed in credits, the individual will be dismissed from the program, no academic warning or probation is allowed at this point, and the student will not be eligible to receive the original credential (e.g., bachelor's degree).

5.22.3 Qualitative Standard: Cumulative Grade Point Average (cGPA)

Students must meet the qualitative standard of a minimum cumulative grade point average (cGPA) requirement at each SAP evaluation point, as shown in the "SAP Requirement Charts" by program level below.

Undergraduate degree program students must have a minimum cumulative grade point average (cGPA) of 2.00 and graduate degree program students must have a minimum cGPA of 3.00 at the end of the second academic year and at the end of each semester thereafter.

A student who fails to meet SAP standards for the first time will be placed on "Academic Warning" status. A student who fails to meet SAP standards at the end of the "Academic Warning" period will be dismissed (Academic Dismissal) from the program and the university, with the option to appeal if mitigating circumstance(s) resulted in the dismissal. If the appeal is approved, the student will be placed on "Academic Probation" with an approved Academic Plan and expected to improve academic standing within the given timeframe in the Academic Plan.

There are only certain mitigating circumstance(s) that can be considered for an appeal. Please refer to Procedure to Appeal Academic Dismissal for the exhaustive list.

5.22.4 Quantitative Standards: Completion Rate (CR)

Students must meet the quantitative standard of a minimum completion rate (CR) requirement at each SAP evaluation point, as shown in the "SAP Requirement Charts" below, by program level.

A student who fails to meet SAP standards for the first time will be placed on "Academic Warning." A student who fails to meet SAP standards at the end of the "Academic Warning" period will be dismissed from the program and the university, with the option to appeal if mitigating circumstance(s) resulted in the dismissal. If the appeal is approved, the student will be placed on "Academic Probation" with an approved Academic Plan and expected to improve academic standing within the given timeframe in the Academic Plan.

There are only certain mitigating circumstance(s) that can be considered for an appeal. Please refer to Procedure to Appeal Academic Dismissal for the exhaustive list.

5.22.5 SAP Requirement Charts

Undergraduate Degree Programs			
Credits Attempted	**Required Minimum cGPA**	**Required Minimum CR**	**Result if SAP Not Met**
1–24 credits	1.60	50.00%	• Academic Warning if 1st time • Academic Dismissal if on Academic Warning in the previous semester.
25-47 credits	1.80	60.00%	
48-MTF credits	2.00	66.67%	

NOTE: If MTF is reached, Academic Warning is not allowed.

Graduate Degree Programs			
Credits Attempted	**Required Minimum cGPA**	**Required Minimum CR**	**Result if SAP Not Met**
1-9 credits	2.50	50.00%	• Academic Warning if first time • Academic Dismissal if on Academic Warning in the previous semester
10-18 credits	2.60	55.50%	
19-27 credits	2.80	60.00%	
28 - MTF credits	3.00	66.67%	

NOTE: If MTF is reached, Academic Warning is not allowed.

Graduate Certificate Programs

Credits Attempted	Required Minimum cGPA	Required Minimum CR	Result if SAP Not Met
1-9 credits	2.60	60.00%	• Academic Warning if 1st time • Academic Dismissal if on Academic Warning in the previous semester
10-MTF credits	3.00	66.67%	

NOTE: If MTF is reached, Academic Warning is not allowed.

5.22.6 Probation Statuses and Procedures

5.22.6.1 Academic Warning

Failure to achieve the required SAP standards rate at the required evaluation point(s) will result on Academic Warning (See the "SAP Requirement Charts"). The academic warning period is one semester (or term). A notification to students on Academic Warning will be sent to the student's official university email. While notification is sent to students, each student is responsible for monitoring their own academic progress. Failure to receive the notification does not negate the student's SAP result and its implications.

Students on Academic Warning are required to meet with their academic advisor prior to registering for the upcoming semester and must work toward improving their SAP standing by the end of next semester to be in good academic standing.

If a student fails to meet the SAP requirements at the end of the Academic Warning period, the student will be dismissed from the program and the university.

5.22.6.2 Academic Dismissal

There are four (4) reasons that a student can be on Academic Dismissal due to the SAP requirements:

1. Failure to meet the required SAP standards at the end of an Academic Warning period
2. Failure to meet the required SAP standards at the end of an Academic Probation period
3. Failure to comply with Academic Plan during or at the end of an Academic Probation period
4. If the review of a student's SAP evaluated at any time indicates that it is mathematically impossible for the student to meet the minimum requirements of the Standards of SAP policy at the next mandatory evaluation point the result will be an Academic Dismissal from the program and the university.

Students will be notified of Academic Dismissal by the Registrar's Office via their university email within five business days after the final grades being posted. However, all students are responsible for monitoring their own academic progress. Failure to receive the notification does not negate the student's SAP result and its implications.

Any student who is dismissed may appeal to the Office of Academic Affairs within 10 business days of the notification by writing if a mitigating circumstance resulted in the dismissal. Refer to Procedure for Appealing Academic Dismissal for more detail on this process. F-1 students dismissed from the program and the university and/or students who have lost their appeal will have their F1 visa status terminated.

5.22.6.2.1 Procedure for Appealing an Initial Academic Dismissal

A student being dismissed for not meeting SAP requirements can appeal the Academic Dismissal if they have mitigating circumstances that contributed to the dismissal. The following is a list of conditions that may be considered as mitigating circumstances, which have negatively impacted academic progress:

- Student illness or injury that led to hospitalization or a documented serious illness or injury of the student (including mental health issues)
- Death of an immediate family member (a parent, spouse, sibling or child)
- Illness of an immediate family member where the student is the primary caretaker or the family member is the primary financial support
- Work-related major changes during the period (e.g., Military deployment)
- Natural disaster
- Other circumstances that resulted in undue hardship to the student

The appeal must be submitted to the school dean within 10 business days from the notification, in writing, and must include the following documents:

1. Letter of appeal, explaining the mitigating circumstances that resulted in the academic dismissal, and an explanation on how the circumstance have been remedied or changed to ensure that they will be able to meet SAP requirements

2. Supporting documentation of the mitigating circumstances, and its remediation or change.
3. An academic plan approved by academic advisor: Academic Probation for further information on academic plans.

5.22.6.3 Academic Probation

A student whose academic dismissal appeal is approved by the SAP Appeals Committee will be placed on academic probation and can continue their study under the condition of an approved academic plan. The statement "Academic Probation" will be entered into the student's permanent record.

Academic probation is one semester with the exception of an additional semester if it is approved in the academic plan. The "academic plan" is defined as a written agreement between a student and an academic advisor in order for the student to improve their academic progress. The academic plan includes a course schedule plan during the academic plan period to ensure that the student has a realistic achievable academic plan. It may include the courses that need to be repeated during the probationary period. The plan also includes the required minimum cGPA and minimum completion rate that the student must achieve at the end of academic plan period.

If the student on academic probation attains the minimum SAP requirement at the end of or during the probationary period, the academic probation status will be lifted and the student will be considered in a good academic standing. If a student fails to meet the SAP requirement at the end of the probationary period, or fail to follow and meet the academic plan goals, the student will be dismissed from the program and the university. "Academic Dismissal" will be entered into the student's permanent record.

5.22.6.4 Final Academic Dismissal

If a student is dismissed for the second time (following an initial Academic Warning designation, an Academic Dismissal, followed by an approved appeal and placement on an Academic Probation) and does not meet the SAP standards and and/or the Academic Plan goals again, the student receives a Final Academic Dismissal. This Dismissal can be appealed, but the reasons for the appeal must be materially and significantly different than the original appeal. Students should be under no assumption that an additional appeal (i.e., an appeal for the Final Dismissal) will be approved just because they received a prior approval. If a student does not appeal, or if their appeal is denied, the student required to withdraw for a period no less than 365 calendar days.

Title IV federal student aid recipients cannot appeal two times in a row even if the mitigating circumstance that resulted in the academic dismissal is different than the one indicated in the first approved appeal. Two times in a row is defined as submitting an appeal for a semester immediately following an appealed semester whether submitted, approved, or denied. After the second dismissal, if the student wishes to re-enroll, for the same program or a different program, the student must sit out one year, after which the student will be eligible to re-appeal and if approved resume study under Academic Probation.

The appeal process is the same, and if approved, Academic Probation requirements apply. In other words, the student must meet the standards of SAP by complying with the Academic Plan, and successfully meet the SAP requirement by the end of the probation period. (See the "Academic Probation" section for further detail.) If the second re-entry appeal is denied, no additional appeals may be allowed and the student is permanently dismissed from the university.

No consideration of a dismissal appeal will be given until all financial holds have been removed. The SAP Appeal Committee will not review an appeal if the financial holds have not been removed prior to the deadline.

5.22.6.4.1 Procedure for Appealing a Final Academic Dismissal

A student being dismissed for not meeting SAP requirements for a second and final time can appeal the Academic Dismissal if they have mitigating circumstances that contributed to the dismissal that are materially different than their prior dismissal. The following is a list of conditions that may be considered as mitigating circumstances, which have negatively impacted academic progress:

- Student illness or injury that led to hospitalization or a documented serious illness or injury of the student (including mental health issues)
- Death of an immediate family member (a parent, spouse, sibling or child)
- Illness of an immediate family member where the student is the primary caretaker or the family member is the primary financial support

- Work-related major changes during the period (e.g., Military deployment)
- Natural disaster
- Other circumstances that resulted in undue hardship to the student

The appeal must be submitted to the school dean within 10 business days from the notification, in writing, and must include the following documents:

1. Letter of appeal, explaining the mitigating circumstances that resulted in the second and final academic dismissal, and an explanation on how the circumstance have been remedied or changed to ensure that they will be able to meet SAP requirements. The reason for the appeal must be different than the original appeal.
2. The original letter of appeal from the Initial Dismissal and the Academic Plan that was approved.
3. Supporting documentation of the mitigating circumstances, and its remediation or change.
4. An academic plan approved by academic advisor: Academic Probation for further information on academic plans.

5.22.7 SAP Dismissal and Re-entry

Withdrawal and Application for Re-entry

Students who have withdrawn from the university in good standing may apply to be re-admitted to the same program from which they withdrew by following the regular admission process defined above, with the addition of a clearly defined Completion Plan. Refer to the admission requirement section for more detailed re-admission requirements.

Students who were on an academic warning, or academic probation at the time of their voluntarily withdrawal, will be placed back on those statuses and the same requirements will apply, upon successful re-admission. Students who were on academic probation will be conditionally accepted with the understanding that the student will submit a revised academic plan, approved by their academic advisor, to the Registrar's Office to complete enrollment.

Termination Due to Academic Dismissal

Students must successfully complete the regular admission process first to receive conditional acceptance. After which the student must successfully appeal the Academic Dismissal to be enrolled back in class. Refer to Procedure for Appealing Academic Dismissal for information on how to appeal.

Termination Due to Non-Academic Reasons

Students who have had their status as a student involuntarily terminated due to non-academic reasons must apply to be re-admitted through the admission process. A written petition may be requested during the re-admission process. All students who have had their student status terminated for any reason must clear all outstanding financial balances with the Accounting Office prior to applying for re-admission into the university.

F-1 Visa Reinstatement

Students who have failed to maintain their F-1 visa status for any reason must apply for reinstatement of their F-1 status with the U.S. Citizenship and Immigration Services (USCIS) before they can enroll at the university. FXUA will evaluate the circumstances in which the student lost the visa status and only those who were terminated for reasons beyond the student's control will be considered for reinstatement. Students who have been out-of-status for more than five months are not eligible to apply for reinstatement within the United States. Student must leave the U.S. and reapply for a new I-20 in order to resume full time attendance.

Students who have their visa status terminated will need to clear all financial obligations with the Accounting Office before formally beginning the reinstatement process. Students who have their visa status terminated while studying will not be able to continue their studies during the semester in which their status was terminated. Students will instead may apply for reinstatement and continue their studies during the semester following the termination. Applying for reinstatement does not guarantee the terminated status will be reversed. This decision is made solely by USCIS.

5.22.8 Special Letter Grades and SAP evaluation

Incomplete Grade ("I"): For the purpose of SAP evaluation, a grade of "I" is included in the calculation of the cGPA as a failing grade and counts as credit hours attempted for calculating the completion rate. Courses

that remain as an "I" at the end of 14 calendar days after the final grade submission date will automatically become an "F" grade. If the student's SAP is not met while receiving an "I" grade, SAP will be re-evaluated after the "I" grade changes to an actual letter grade.

Repeat Course ("R"): The original grade, credit hours, and subsequent repetitions must be calculated as credits attempted in the completion rate and MTF for the purpose of SAP evaluation. When a course is repeated, the lower grade will be excluded in the cumulative GPA calculation and the higher grade will be included in the cumulative GPA calculation.

Non-Punitive Grades: "AU", "TC", "W", "NR" grades are considered as Non-Punitive Grades.

Audited Course ("AU"): Audited courses do not count as credits attempted for the purpose of determining satisfactory academic progress and have no effect on the student's cGPA and Semester GPA computation.

Transfer Credits ("TC"): Where applicable, when a student receives any transfer credit from other institutions, these credits would be noted with a grade of "TC" (Transfer Credits). Transfer credits (TC) would be included in the calculation of the maximum allowable credits and completion rate requirements as credits attempted and credits earned for SAP calculation. Since these courses will not carry grades, they will have no effect on GPA calculations. The student's new normal program length will be shortened to reflect the transfer courses and the Maximum Time Frame will be recalculated.

Withdrawal ("W") – Withdraw without penalty: A student who wishes to change their schedule by dropping a course may do so only during the add/drop period by submitting a Course Add/Drop/Withdrawal Form. Students may withdraw only after obtaining the school dean's or academic advisor's signature on the Course Add/Drop/Withdrawal Form. Forms must be received within the following timeframes to be considered withdrawal without penalty. Any withdrawal after that will result in failing grade.

Course Length	Eligible Timeframe for "W"
15 Weeks	Week 2 to end of Week 10
8 Weeks	Week 2 to end of Week 5
7 Weeks	Week 2 to end of Week 4

A grade of "W" (indicating official withdrawal) will be recorded on the student's transcript. "W" grades are not calculated in the cGPA; however, they will be considered credit hours attempted if the student has incurred a financial obligation for the course. "W" grades affect the required minimum completion rate. Please refer to the Withdrawals ("W") section in the academic catalog for further information.

Not Reported ("NR"): An "NR" grade means that a grade has not yet been reported by an instructor at the time of grade processing. "NR" grades are not calculated in the cGPA; however, they will be considered credit hours attempted for academic satisfaction progress calculation. At the time "NR" changes to the letter grade, the student's SAP will be re-evaluated.

Thesis Grades: Given the unique nature of work required to complete the thesis, students will be awarded the grade of Pass ("PA"), Unsatisfactory Progress ("UP"), or Satisfactory Progress ("SP"), as determined by the mentor/committee chair.

- **Pass ("PA"):** A grade of "PA" requires final official approval of the thesis as determined by the committee chair and indicates successful completion of the course. The "PA" grade is not calculated in the cGPA; however, it is considered credit hours attempted.

- **Satisfactory ("SP"):** An "S" grade reflects satisfactory work towards a thesis course. Students who have made progress toward the completion of their thesis requirements, but still have work to complete at the end of the semester, may receive a Satisfactory grade ("S") for the course, indicating that they have made satisfactory progress, but have not yet completed all requirements for the thesis. This would include but is not limited to: a substantial approved demonstration of having actively worked toward completion of the thesis (e.g., the collection of at least some data) or the completion of a defense with major revisions required. Students receiving an "S" grade do not receive credit for

the course, and must work to complete the thesis in the following semester. The "S" grade is not calculated in the cGPA; however, it is considered credit hours attempted.

- **Unsatisfactory Progress ("UP")**: Unsatisfactory Progress ("U") may include but is not limited to: not following a schedule that was agreed upon with the chair or other committee members, neglect of progress toward or completion of the thesis, failure to address comments or concerns in a timely manner, late submission of work that does not allow enough time for committee members to review, etc. The "U" grade is not calculated in the cGPA; however, it is considered credit hours attempted.

5.22.9 Remedial Courses and SAP evaluation

Remedial and/or Program Prerequisite Courses: Remedial and/or program prerequisite courses needed to meet certain conditions of admission to the program do not apply towards any degree requirements. Therefore, those courses do not affect cGPA, Completion Rate and Maximum Time Frame calculation.

Extended-Enrollment: Fairfax University of America does not offer extended enrollment.

5.22.10 Changing or Adding Programs or Specializations and SAP Evaluation

Change of Program or Specialization: When a student changes their program, the grades earned in the first program will be recorded as earned if the courses are applicable to the new program and will affect the student's new program cGPA, Completion Rate and MTF calculation.

Additional Programs or Specializations: When a student graduates from a program and enrolls in another program, or specialization the grades used in the cGPA of the previous curriculum, if applicable to the new curriculum, will be recorded as grades earned, and will be applied to the student's new curriculum cGPA, Completion Rate and MTF calculation.

5.23 Changing Programs and/or Specializations

Occasionally, students wish to change from one program to another, or from one specialization to another after they have already been admitted. Students are required to meet all pre-requisites and program admission requirements for any program that they are changing to. In some cases, students may choose not to change a program or concentration because transfer of courses from one program to another, or from one specialization to another is not guaranteed. Students should refer to the relevant admissions requirements and program structure to see whether a change in program/specialization is possible.

All program or specialization changes are subject to review and approval by the Program Chair of the existing program or specialization and the intended new program or specialization. If the Program Chair is the same in both cases, they are permitted to approve/deny both portions of the request.

No more than one program change per semester is permitted. No more than two requests for program changes are allowed. All changes to programs or concentrations will be effective at the start of a term. All changes of program or specialization must be submitted no later than 3 days before the end of that semesters Add/Drop period. In instances in which a student makes a change during a semester, the effective date of the change will occur at the start of the following semester.

Students who change programs must adopt the academic catalog, and meet all requirements therein, in effect at the time that the student begins their new program or specialization. This will also require executing a new enrollment agreement with an admissions officer. Upon approval and completion of the new enrollment agreement, the university will automatically update the catalog year when processing the change.

To change a program or specialization, a student must:

1. Discuss the possibility of changing programs/specializations with their current Program Chair and/or their intended Program Chair to discuss any questions or ideas that they might have about changing programs or specializations.
2. To change the program or specialization, the student must seek acknowledgment of their intention to change from their current Program Chair by initiating the Change of Program or Specialization Form.
3. The student will then meet with the Program Chair of their intended program or specialization to seek the change. The Program Chair of the student's new intended program or specialization will review the admissions requirements to discuss any possible additional requirements that me be needed, as well as discuss the possibility of curricular overlaps that may/may not exist.

4. The student will then meet with an admissions officer who will review whether the student has satisfied all admissions requirements. Only upon satisfying all current admissions requirements for the semester in which the change will be effectuated, a new enrollment agreement will be completed with the Office of Admissions indicating the new program or specialization. By signing the enrollment agreement, the student acknowledges that they will be required to follow all program/institutional requirements as outlined in the academic catalog at the time that they start their new program or specialization, as well as pay any associated fees.
5. The Change of Program or Specialization Form and the new enrollment agreement can then be submitted to the Office of the Registrar for processing. The Registrar will review the student for any Satisfactory Academic Progress issues. If no issues are found, the student's status will be verified and processed.
6. Once fully approved the student can then meet with their new Program Chair for initial advising and course registration.

5.24 Leave of Absence (LOA)

From time-to-time, students may seek authorization for a leave of absence (LOA) from the university to temporarily interrupt a program of study. An LOA allows a student to suspend their enrollment for a brief period of time rather than withdrawing from the program and reapplying. In the case of prolonged illness or accident, death in the family, or other special circumstances that make attendance impossible or impractical, an LOA may be granted to the student if requested in writing by the student.

Instructions

1. A student seeking an LOA must consult with their advisor, and complete and submit a *Leave of Absence Form* to Registrar's Office. The request must be signed and dated with the reason for LOA.
2. Upon receiving the LOA request and form, the university will determine if there is a reasonable expectation that the student will return to the university and resume their studies. The university will grant the request or deny it, and inform the student by email.
3. The LOA cannot exceed 180 days in any 365-day period.
4. The student must report to Registrar's Office upon returning from the approved LOA on/or prior to the expected return date stated on the LOA form.
5. If a student does not resume attendance at the university on/or before the end of an approved LOA, the student will be considered withdrawn from the institution. The withdrawal date is the last day of attendance for refund purposes. The date of determination is the last day of the approved LOA.

NOTE: F-1 visa students must contact the International Student Advisor for consultation prior to requesting for a LOA to ensure compliance with federal immigration regulations [8 C.F.R.§214.2(f)(6)(iii)(B)].

5.25 Internship & Practicum Policy

FXUA offers opportunities for students to conduct practical, hands-on training where it is relevant and related to the program of study through internship or practicum opportunities. Such opportunities are offered as part of a course of study within applicable programs/majors, and supervised by a qualified instructor. Internships are not to be used to provide labor or as a replacement for a permanent employee.

Depending upon field-specific criteria, programs generally refer to these hands-on opportunities as an internship or a practicum. Because some professions refer to an in-field experience as a "practicum" (generally in education programs primarily focused on teaching), while others use "internship" (generally for programs in which the internship would be considered direct work experience), the determination of what to call an in-field experience is dependent upon the curriculum as determined by the faculty. While there may be curricular differences between these two terms as defined by the Schools, FXUA views these as the same for administrative purposes.

There are two types of internship (or practicum) experiences where curricularly relevant:

- **Traditional Internship Courses:** These courses are specifically designed as internship courses. Students enrolled in a traditional internship course complete all or most of their required time on-site in an internship facility. Some, but not all, internship courses require additional time in a lecture or seminar

as defined by the course and School in which the internship is taken. Traditional internship courses are generally three (3) or more credits.

- **Internship Qualified Courses**: These courses offer students an opportunity to apply course content that they learn in traditional lecture courses, while also partaking in additional outside work related to the course content. Such opportunities are marked as "internship qualified" in the course description. No special marker indicates that the course included an internship on the transcript for these internship-qualified experiences.

Since academic credit is awarded for internships, students must be enrolled in a traditional internship course, or an internship qualified course in order to qualify for course credit. Students not enrolled in an internship course while participating in a practical experience are unable to receive credit for an internship. Approval to conduct an internship must be received prior to the start of the semester in which the student wishes to conduct an internship opportunity.

The period of the internship must correspond with the dates of a semester; time conducted before or after the semester start/end dates do not qualify to count toward the internship credit. Internship opportunities must be completed within the normal length of a single semester/term. While students are not permitted to conduct a single internship over multiple semesters, where applicable, student may be able to conduct multiple internships over their program if such courses are allowable by the program of study.

No experiential credit is awarded retroactively for an internship; prior work experience or work conducted during a course, but not preapproved, would not be eligible for credit for an internship. If the internship or practicum is a required part of the program of study, the student may not be considered as a graduate or issued a graduation credential until the internship or practicum, and/or the work product produced as part of the internship/practicum has been satisfactorily completed.

Unless required in a program's curriculum, there are no guarantees that all interested students will be able to participate in internships, as these opportunities are based on a student's academic credentials, their eligibility, any potential internship interview, and/or site availability.

While on an internship or practicum experience, and while receiving compensation for services provided by students as part of their educational program, student interns must be clearly identified as such when performing services related to their training.

NOTE: Not all programs offer internship opportunities. Refer to individual programs for details on whether internship opportunities are available

5.25.1 Breakdown of Internship Hours

For the purposes of calculating time required on internships (both traditional and internship qualified courses), the Federal regulations for calculating credit hours and time (§600.2 of the Department of Education Federal Code) are used. Following these regulations, hours for each traditional internship course or internship-qualified courses are defined as follows: lecture courses comprise one credit for each 15 hours of face-to-face, one credit of for each 30 hours of laboratory, and one credit for each 45 hours of practicum/internship. Using these regulations, some examples are provided below.

All traditional internship courses and internship-qualified courses provide a breakdown of the hours, course learning outcomes, weekly schedule, and all other course requirements as part of the course syllabus.

5.25.2 Traditional Internship Workload

Most traditional internship courses use a breakdown of workload equivalent to completion of three (3) credits on-site at the internship location. This includes the traditional contact hours of time on the internship/practicum site (as calculated below as contact time), as well as outside work requirements, which may include student reflections, internship reports, or other similar representations of the wider learning experience.

An example of the in-class breakdown of the workload requirement is provided below:

> ***WORKLOAD***
> *3.0 credits: 135 hours of practical experience*

Occasionally, dependent upon the course/program content, some internship/practicum courses may also apply in-class time categorized as "seminar/lab time" in which students are required to attend seminar sessions as a component of the course content on-campus in addition to the off-site internship time. Such in-

class seminars are related to the internship experience as a means of allowing students to discuss their experiences with other students/the professor in a semi-structured manner with a faculty member. An example of the breakdown of the in-class workload requirement for an internship combining on-campus and internship hours is below:

WORKLOAD
0.5 credit: 15 hours of seminar/lab instruction
2.5 credits: 115 hours of practical experience

Other workloads may be defined, dependent upon curricular content, on the syllabus and in the course description of the academic catalog. The workloads specified above are provided as a sample only.

Although rare, some programs, for curricular reasons, may require more credits for an internship/practicum experience. In order to determine the total number of hours required for internships, multiply each credit by 45 hours. For example, a six (6) credit internship would require 270 hours. These hours are reflected in the syllabus and in the academic catalog in the course descriptions.

5.25.3 Internship-Qualified Courses

Students taking internship-qualified courses complete the normal coursework and hours required for a traditional lecture course. These special courses allow students to apply what they learn from class in academically appropriate internship opportunities. Because internship qualified courses are taken in additional to traditional lecture time, students must be engaged in work directly related to the content of the lecture course. Students may be required to participate in all course required lectures, in addition to the internship work associated with the course. Although students may be engaged in hours related to internship time outside of the traditional hours of the class, students are still expected to complete all required work for the course. Internship time does not substitute for coursework.

Students approved for an internship in qualified courses must work with their instructors to define learning outcomes appropriate to both the course and the internship opportunity. The instructor will also determine a capstone or term project that would demonstrate achievement these learning outcomes prior to the start of the course.

5.25.4 Eligibility for Internship and Practicum Opportunities

In order to be eligible to complete an internship, a student must:

1. Be enrolled in a program that includes a traditional internship course or an internship qualified course;
2. Meet all required course pre-requisites prior to the start of the term in which the student intends to conduct the internship;
3. Register for a course (either a traditional internship or an internship qualified course) prior to the first day of the semester;
4. Be in good standing at the time of registration;
5. Demonstrate the ability to secure an internship site before the first day of the semester; and
6. Complete all required paperwork and commitments prior to the first day of the semester in which they wish to do an internship.

NOTE: Additional requirements may apply to students studying on an F-1 visa. Such students must refer to the "curricular practical training (CPT)" portion of the catalog for details on eligibility for F-1 students. International students must complete the Curricular Practical Training (CPT) authorization process in order to participate in the internship program and be registered in an "Internship Qualified" course. For more information on CPT, see the Regulations for International Students section or contact the Career Center.

5.25.5 Awarding of Course Credit

In order for students to be awarded credit for an internship opportunity, they must meet all of the following:

1. Completion of all required internship coursework;
2. Attending all required meetings with the course instructor; and
3. Completion of the minimum number of hours as documented on the timesheet.

While the field experience courses require significant time on-site at an institution related to the appropriate program, the on-site supervisors do not contribute to the grade for the course. The grade for the course is assigned by the course-instructor. Achievement of the learning outcomes is observed through the submission of work to the course instructor, based upon work conducted during the internship course.

5.25.6 Establishing Internship Sites

The School Dean must approve and establish an internship agreement with any and all sites not already approved by the School. This approval must be secured prior to the conducting hours/work at the internship site. The internship agreement establishes the scope of the internship and the relationship between the student, FXUA, and the site.

5.25.7 Finding Internship or Practicum Sites

The Career Center assists students with the academic internship search and application processes. Students have access to past internship employers and other job search resources through the Career Center.

5.26 Language of Instruction

FXUA proudly maintains an international focus as one of its core values, which is evident in the curriculum and among the wider learning community membership. In order to facilitate communication and instruction in a manner that would be conducive to all community members, English is used as the official medium of instruction. Community members should strive to communicate in English wherever possible.

5.27 Learning Management System

All courses have a course resource page through the learning management system (LMS), Canvas. Courses can be accessed at http://canvas.fxua.edu. The LMS is a place where faculty will provide resources to students for their classes as well as accept electronically submitted homework. Therefore, students are expected to log in and use the LMS to access their course resource pages. Students can access their current semester's course(s) under "My Courses". On the course's resource page, students can access resources, submit assignments, participate in discussion forums, etc.

Students will have access to their previous course pages as long as they are actively enrolled in courses.

5.28 Learning Beyond the Classroom

FXUA embraces a learning model that allows for continued learning beyond just in-class contact time through use of our learning management system (LMS). The LMS allows for facilitated growth opportunities used to supplement the traditional in-class experience. Unless otherwise specified, all courses are fully conducted in their specified modality/format to include the completion of 15 lecture; 30 lab; or 45 practicum/externship hours per credit. Outside or supplemental work through the LMS would be in addition to these hours. All courses utilize the LMS for tasks like assignment submission and other out-of-class activities aimed at engagement beyond the classroom. These additional learning opportunities can include guest lectures, discussion forums, or other similar means of interacting with the course outside of the traditional lecture time. All such work/activities are conducted through the LMS in addition to the traditional contact time in class.

5.29 Identity Verification, Privacy, and Access

FXUA has established and will periodically evaluate its process to ensure that a student who has enrolled in courses/programs is the same person who participates in and accesses any virtual coursework through the learning management system, library, or other such resources. When a student first begins their studies, they will be required to demonstrate that they are the person identified who applied for and were accepted to the program. This is done by verifying the identity of the individual using a government issued identification.

To authenticate student identification in web-based tools or services used by the university, FXUA

- Uses a unique and secure login and pass code to verify the identity of students. This username and password are unique to the student and, following the university's policies, is not to be shared with anyone other than the student. When students sign their enrollment agreement, they are agreeing to the university's policies and procedures, one of which is defined in the IT Security Policies.
- Uses a secure web form to reset their user passwords. When LMS username and/or password is forgotten, users will be directed to an online form where they enter their university email address to receive a new password to regain access to the LMS. Account password will not be sent to the user by using any other means. In case a student is also having trouble accessing to the university-

provided email account, student will be required to reset the email account password either in person on campus by providing photo ID, or scheduling a virtual meeting with someone from IT via video conferencing in which the student would be required to present a photo ID to reset email password. During this session, students will be asked at least two personal and/or demographic questions such as date of birth, Social Security Number, birth city, current address in file to verify identification. There are no additional fees associated solely with the verification of your identity.

- Uses a secure email system and web-based systems. Staff and faculty communicate all user account related messages through the university-provided student email accounts. Students are expected to follow requirements for maintaining all of their accounts secure at all times.
- Adheres to industry standard information security practices and to federal and state regulations and legislation such as the Family Educational Rights and Privacy Act.

Students who may forget their username and password can reset their passwords. When a username and/or password is forgotten, users will be directed to an online form where they enter their university email address to receive a new password to regain access to their systems. Account password will not be sent to the user by using any other means. In case a student is also having trouble accessing to the university-provided email account, student will be required to reset the email account password either in person on campus by providing photo ID, or scheduling a virtual meeting with someone from IT via video conferencing in which the student would be required to present a photo ID to reset email password. During this session, students will be asked at least two personal and/or demographic questions such as date of birth, Social Security Number, birth city, current address in file to verify identification.

Students are not charged any additional fees associated solely with the verification of their identity.

When students sign their enrollment agreement, they agree to abide by the university's IT Security Policies when accessing course materials and the required information systems to engage in distance education coursework.

5.30 Thesis Guidelines

For programs requiring a thesis, a Thesis Guide is available from the academic advisor. The guide is designed assist graduate students at all stages of the thesis or project process. Students are advised to consult the guide as early into their program of study as possible, as it will help facilitate the process of submitting a thesis or project that conforms to FXUA regulations. The thesis must be bound, catalogued, archived and made available to the university's academic community. Students must consult with their academic advisor for thesis courses.

5.31 Transfer Credit

When a student brings credits from other institutions, these credits will be noted with a grade of "TC" (Transfer Credits). Transfer credits ("TC") are included in the calculation of the maximum allowable credits and completion rate requirements as credits attempted and credits earned for SAP calculation. Since these courses will not carry grades, they will have no effect on GPA calculations. The student's new normal program length will be shortened to reflect the transfer courses and the Maximum Time Frame will be recalculated. Transfer credits may impact the student's ability to maintain full time course load. International students should refer to the course load policy available in the catalog.

A transfer student must complete at least 50% of the credit hours required by their program of study at FXUA. For example, a transfer student in FXUA's graduate degree program would have to complete at least 18 of the required 36 credit hours at FXUA. This means that prior to enrollment, a graduate degree student may transfer up to 18 semester graduate credits from other accredited institutions and apply them towards a graduate degree program at FXUA at the discretion of the institution. A graduate level certificate student may transfer up to 9 semester credit hours of graduate credit hours from other accredited institutions and apply them towards a graduate level certificate program. A minimum of a 3.00 grade point average ("B") out of 4.00 must have been earned on all graduate level transferable credit hours. An undergraduate degree student may transfer up to 60 semester credit hours from other accredited institutions and apply them to their program. A

minimum of a 2.00 grade point average (“C”) out of 4.00 must have been earned on all undergraduate level transferable credit hours.

Transferable credit is considered upon the request of the student at the time of initial registration. Graduate students who want to apply courses taken at another college/university toward their FXUA graduate degree must understand that the following criteria must be met in order to be considered for transfer of credit:

a. Courses are from an accredited institution recognized by the US Department of Education, the Council on Higher Education Accreditation, or, for foreign institutions, the government or appropriately recognized organization accreditation;
b. Courses are equivalent to FXUA courses;
c. Courses consist of at least 3 credit hours;
d. Course grades are B or higher;
e. Courses do not duplicate;
f. Course descriptions, syllabi or course catalogs are submitted along with the transfer of credit request;
g. Any student looking to obtain transfer credit from an institution located outside of the United States will need to obtain a detailed course-by-course evaluation from an endorsed/approved member of National Association of Credential Evaluation Services (NACES) - www.naces.org; or a member of the Association of International Credentials Evaluators (AICE) – www.aice-eval.org ; and
h. For joint/dual degree program mapping purposes, transfer credits will be evaluated and approved by program directors/chairs based on above criteria.
i. The maximum number of transferable credits is 18 credits for the Master’s degree programs and 9 credits for the graduate certificate programs.

Undergraduate students who want to apply courses taken at another college/university toward their FXUA undergraduate degree must understand that the following criteria must be met in order to transfer their credits:

a. Courses are from an accredited institution recognized by the US Department of Education, the Council on Higher Education Accreditation, or, for foreign institutions, the government or appropriately recognized organization accreditation;
b. Courses are equivalent to FXUA courses;
c. Courses consist of at least 3 credit hours;
d. Course grades are C or higher;
e. Courses do not duplicate;
e. Course descriptions, syllabi or course catalogs are submitted along with the transfer of credit request;
f. Any student looking to obtain transfer credit from an institution located outside of the United States will need to obtain a detailed course-by-course evaluation from an endorsed/approved member of National Association of Credential Evaluation Services (NACES) - www.naces.org; or a member of the Association of International Credentials Evaluators (AICE) – www.aice-eval.org ; and
h. For joint/dual degree program mapping purposes, transfer credits will be evaluated and approved by program directors/chairs based on above criteria.
i. The maximum number of transferable credits is 60 credits for the Bachelor’s degree programs.

FXUA does not offer or accept transfer credits for credits based on life experience, or prior work experience. FXUA may accept transfer credits for credits based on active professional certifications that are offered in our programs.

6 STUDENT RIGHTS PRIVILEGES, & RESPONSIBILITIES

Students enjoy certain rights but also have certain responsibilities. The submission of an application for admission to the university represents a voluntary decision on the student's part to participate in the programs offered by the institution pursuant to its policies, rules, and regulations. The university's approval of that application, in turn, represents the extension of a privilege to join FXUA and remain a part of the university so long as the student meets the required academic and social standards of the university.

FXUA is a learning community with specific expectations concerning the conduct of its students. The university strongly believes that students are adults who are expected to take personal responsibility for their own conduct. Acceptance into any of the university's programs implies that the student has the following rights and responsibilities:

1. To pursue their educational goals through the resources and the opportunities made available to him/her by the university.
2. To challenge any university ruling or other sanction by appealing to due process, except as hereinafter provided.
3. To inquire, express views, and assemble with others as long as the student does not interfere with the rights of others or the university's effective operation.
4. To receive a professional and non-biased review of their academic ability and performance.
5. To recognize the safety and protection of property and the continuity of the educational process.
6. To help the university maintain good relations with its neighbors and the surrounding community by, among other things, obeying all traffic regulations, refraining from causing any disturbance, and respecting private property.

6.1 Academic Freedom

Academic freedom relates to the unfettered ability for faculty to conduct professional research and teaching practices in their fields. While faculty are permitted to teach course content and research as it relates to their professional and educational background, they also serve to honor, respect, and cultivate spirit of creativity, inquiry, and respectful criticism in their interactions with students and colleagues. By doing so, the learning community if afforded the free flow of ideas that is a bedrock of the higher education institution.

Because faculty hold a special place in society, they are encouraged to always operate (on and off-campus) in respectful and dignified ways. In doing so, they should be clear to highlight when they are representing their own thoughts versus the thoughts of the institution that they work for.

6.2 Grounds for Warning, Suspension, or Dismissal

Any of the following may be considered as cause for probation, suspension, or dismissal:

1. Academic dishonesty of any kind
2. Failure to maintain satisfactory academic progress
3. Violation of institutional rules and regulations
4. Failure to meet financial obligations

6.3 Academic Integrity Policy and Procedures

6.3.1 Academic Integrity and Code of Academic Excellence

In the pursuit of academic excellence, it is the policy that all parties associated with Fairfax University of America (FXUA) conduct themselves with a high level of honesty and responsibility in regard to academic scholarship. FXUA is committed to the establishment of and adherence to high academic and integrity standards in order to foster reputations that students, faculty, staff, and alumni can be proud of. These reputations directly correlate to the value of the degrees conferred by the institution and are viewed with utmost importance. This requires that students, faculty, and staff understand the importance of integrity and adhere to the highest standards while in class or on internships, at work, and in continuing education.

The university commits to preparing students to be academically and professionally prepared for the rigors of the world of work. In order to ensure that high-quality educational opportunities are offered and to ensure the rigors of academic excellence, FXUA requires that students adhere to the Code of Academic Excellence.

6.3.1.1 Academic Integrity

Formal oversight of academic integrity is monitored by the entire FXUA learning community, including the students, faculty, and staff of FXUA. Suspected violations of academic integrity shall be directed to the appropriate Program Director and/or, where necessary, to the Executive Dean for Academic Programs and Administration (hereafter "Executive Dean") in writing.

6.3.1.2 Code of Academic Excellence

The Code of Academic Excellence is a commitment by the entire learning community to adhere to, sustain, and build upon the reputation of the university by continually focusing on academic integrity and rigor. The following statement has been adopted by FXUA and applies to all members of the university learning community:

> *"All members of the Fairfax University of America learning community are expected to perform with integrity and respect for the high rigors of academic excellence espoused by FXUA. Academic integrity includes the maintenance of a learning environment where everyone is given an opportunity to succeed through their own efforts and violations to the Code of Academic Excellence are not tolerated by the learning community."*

6.3.2 Student Academic Misconduct

Violations to the Code of Academic Excellence by students can ultimately lead to the improper evaluation of assessment tasks leading to unjust attribution of grades or course status. Therefore, it is essential to monitor and evaluate any allegation of academic misconduct. While the Code of Academic Excellence applies to all members of the FXUA community, this section focuses on violations of academic integrity by students. Forms of violation can include, but are not limited to the following:

- Cheating and unauthorized use of materials: Cheating assumes taking advantage of people, materials, or other resources that are not your own and/or are not permitted. Unless otherwise instructed, students are expected to use their own ideas, work, and independent research for exams, projects, presentations, etc. The intentional or unintentional use of materials that are outside of the boundaries provided by the instructor or assignments is considered cheating.
- Improper collaboration: Permission to collaborate on homework, assignments, projects, exams, etc. must be authorized by an instructor. When not explicitly granted permission for collaboration, students should assume that they are not permitted to collaborate. In the absence of authorization for collaboration, it is assumed that all submitted work is the result of the student's own understanding and academic research. If submitted work is identical or overwhelmingly similar to another student's work, particularly where individual variation would be expected, the instructor has reasonable suspicion to assume that misconduct has occurred.
- Submission of material for multiple courses: Submission of work to a course (or even for publication) assumes that this material is new and/or full disclosure is made if the work has already been used/printed. This includes submission of assignments for multiple courses or journals. Submission of work for a class should be original work specifically for that course.
- Fabrication, forgery, purchase, alteration, or unlawful use of documents for academic advantage: Any form of lying, forgery, falsification, or unlawful use of data or other information is in direct violation of the Code of Academic Excellence. This can include, but is not limited to, lying to an instructor or administrator; misusing copyrighted information; purchasing, stealing, or misusing documents; or fabricating or falsifying results in order to achieve undue academic advantage.
- Conspiring/attempting/intimidating others to commit academic misconduct: Any student who aids in another's misconduct or attempts to intimidate another student to commit misconduct would be considered to be in violation of the Code of Academic Excellence. This would include, but is not limited to, (1) providing whole or partial work to another student who did not participate in and/or do the work, with a reasonable assumption that the information would be used in a manner consistent with misconduct; (2) attempting to cheat before the misconduct is discovered even if no cheating ultimately occurs; or (3) intimidating others, including threats and/or physical intimidation in order to take or misuse materials from another student.
- Representing the work of others as one's own work: Using the work of others and representing it as one's own work, regardless of whether or not the individual whose original work was used knows of the use, is not permitted. Work submitted is assumed to be the work of the submitter (or submitters, in the case of approved group work).

- Unauthorized access to the work of others: Hacking into accounts or stealing work from another in order to achieve an undue academic advantage is considered to be a violation of the Code of Academic Excellence as well as a cybercrime. This includes unauthorized access to a computer, email account, portal, or other form of storage by an individual with the intent of stealing or copying another's work. Violations can lead to civil or criminal penalties.
- Interference with the work of others: Intentionally harming, deleting, or altering the work of others to gain an undue advantage are acts that are considered to be inappropriate. These sorts of actions undermine the work of others and create an environment where the work of others is not valued. It is expected that scholars and professionals respect the work of others and do not attempt to harm or destroy this work.
- Plagiarism: Plagiarism includes, but is not limited to, the intentional or unintentional use of the ideas of others without properly attributing them to the original owner/thinker. This even includes personally reusing one's own ideas without properly citing them.

Each alleged violation of the Code of Academic Excellence will be evaluated and reviewed by members of the FXUA learning community taking into consideration such factors as the student's prior academic history. Therefore, the list above is not intended to be exhaustive and is merely meant to serve as a sample of potential areas for violation.

As one method of identifying overlap between documents, FXUA requires that assignments be submitted through TurnItIn's plagiarism detection service. Students can also use TurnItIn as a tool for monitoring their own academic integrity and should consider proactively checking all assignments and discussion postings prior to uploading them to the official submission locations. In some courses, instructors may require students to submit an assignment more than once (e.g., if students receive feedback on a draft before resubmitting a revised version). Only final submissions will be submitted to the TurnItIn database; however, draft submissions will be checked against existing information in the database to help both students and faculty members identify potential problems.

6.3.2.1 Reporting and Resolving Student Academic Misconduct

FXUA is committed to the immediate resolution of allegations of misconduct. Wherever possible, if academic misconduct can be stopped prior to the occurrence of a violation, members of the learning community are encouraged to help each other to uphold the university's ideals of integrity and hold each other accountable. When necessary, students, instructors, administrators and staff members, or other external parties may report misconduct. In doing so, it is crucial to understand both the scope of program oversight regarding allegations of misconduct and the adjudication process for allegations of misconduct.

6.3.2.2 Scope of School/Program Oversight

Each School within the university has an appointed designee ("Program Designee") who oversees and manages the adjudication process for allegations of student misconduct. In cases where violations of the Code of Academic Excellence are suspected, the student, staff or faculty member shall notify the Program Designee of the School in which the allegation has taken place. This Designee will either be the Program Director of the School or someone on the Program Director's staff. In the rare instance where the Program Director has a conflict of interest, a Program Director from another School will be made the de facto Designee for the proceedings as selected by the Executive Dean.

6.3.2.3 Adjudication of Allegations

In the event that an instructor or other member of the FXUA learning community suspects academic dishonesty, he or she will follow the procedures outlined below in order to encourage a fair and equitable solution for any and all violations to the Code of Academic Excellence. Instances are cumulative and are recorded in the student's permanent file.

Before taking any other steps, the individual who has identified an academic integrity violation must immediately contact the Program Designee (PD) of the School in which the violation has occurred to ascertain whether the student has shown previous academic integrity violations. The PD will check the Reports Portal (Admission tab > Student Docs) and look for documents labeled REG-Academic-Misconduct in order to determine how many prior violations have occurred. In most cases, the next step will be to follow the procedures outlined below for the resolution of a first, second, third, or fourth instance.

As the School's designated voice on academic integrity, however, if the PD considers a first, second, or third instance to constitute an egregious offense, the PD may recommend that the matter be sent to an Institutional Grievance Panel, which will consist, at a minimum, of the Program Designee, the Program Director (if different from the Designee), one or more other Program Directors, one or more faculty members, the Executive Dean, a designee from the Office of the President, and (optionally) a representative from the Academic Integrity Committee. In consultation with the PD, the Executive Dean will determine the exact membership of this Panel and invite members to participate. As described in greater detail below, the Panel will decide whether the remediation plan normally associated with that instance is sufficient to address the serious nature of the violation or whether additional measures might be necessary. This is intended not only as a potential means of escalation, but also as a way of seeking multiple perspectives and ensuring a fair response to an especially serious academic integrity issue.

If a student commits multiple similar violations of the academic integrity policy around the same time, before having a chance to complete and learn from the current remediation plan, the PD may consider allowing the violations to count as part of the same instance. For example, if a new student were to paraphrase insufficiently in papers for two different classes in the same week, both could fall under a single remediation plan with the same consequence (e.g., failing both assignments with the option to redo them). Together, they could count as the student's first allegation of misconduct, and the same remediation tools and resources could be used to address both simultaneously. However, if a student were to plagiarize in one class and cheat on a test in another class, those different types of violations would count as separate instances of misconduct and call for different remediation plans. Program Designees are welcome to consult with the Academic Integrity Committee for guidance on how to deal with multiple concurrent violations.

It is important to note that academic integrity violations may sometimes be discovered after some time has passed. In such cases, consequences may need to be implemented retroactively. For example, a student might retroactively be given a zero on a previously graded assignment, which could mean failing and needing to retake the course, or a department's previous approval of a thesis might need to be retracted, which could mean revocation of the degree. These examples are not exhaustive. Instances such as these will be handled on a case-by-case basis. To the greatest extent possible, adjudication will follow the usual process outlined below for allegations that are made soon after suspected academic integrity violations have occurred.

FIRST INSTANCE: Resolution for the First Allegation of Misconduct:

The instructor alleging misconduct must gather proof of the potential violation (e.g., a TurnItIn report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Designee. The PD will check the Reports Portal to determine the total number of instances of academic integrity violations on file in the student's record and will share that information with the instructor. If this is the first documented instance, then the following procedures will apply: The instructor has the discretion to decide whether the student should be given a grade of zero (0) on the assignment with no option to redo the work, or whether the student should have the option of resubmitting a revised version of the assignment that adheres to FXUA's Code of Academic Excellence in order to earn a reduced portion of the grade. In deciding what proportion of the grade can be earned on the resubmission, if any, the instructor is encouraged to consider both the severity of the violation and fairness to other students who completed the work with integrity from the beginning. For instance, if a student has inadvertently missed a citation or insufficiently paraphrased due to a lack of understanding, that might call for allowing a substantial proportion of the grade to be earned on the resubmission, whereas if a student has intentionally copied another person's work, a more severe penalty such as an automatic zero on the assignment would be in order. The instructor is welcome to consult with the Program Designee for guidance.

a. The instructor must inform the student in writing of the violation and host a meeting with the student to ensure that the student understands the academic integrity policy, the problem with the violation, and ways of avoiding violations of the policy in the future. As part of this meeting, the instructor will have the student sign two documents: FXUA's Academic Integrity Policy and an Academic Integrity Remediation Plan (First Instance) form, which the instructor will also sign. If the student is not willing to sign the policy or remediation plan, the instructor should make a note to that effect on the form and inform the student that the documents will nonetheless be maintained in the student's records. As relevant, the student will be strongly encouraged to visit FXUA's Writing, Research, and Media Center (WRMC) for additional

guidance and feedback on avoiding academic misconduct. The instructor may also add further requirements to the Remediation Plan to ensure that it is tailored to the needs of the student.

b. The instructor must submit the signed Academic Integrity Remediation Plan (First Instance) and all supporting documentation providing evidence of the violation (e.g., TurnItIn report, side-by-side comparison, student complaint, or other evidence) to the Program Designee.
c. The PD must send all of the documentation associated with the academic integrity violation to the Registrar (registrar@fxua.edu) so that copies can be maintained in the student's permanent record at FXUA. The PD will also CC the instructor and the Office of Institutional Effectiveness (oie@fxua.edu) to inform the university's assessment efforts.
d. The PD must make notes in CAMS to document the content of all meetings and communication with the student regarding the academic integrity violation and remediation plan. The PD is also encouraged to email the student's other professors to let them know that the student may need additional guidance with regard to academic integrity.
e. If the student has been encouraged to visit the WRMC, the PD will email the WRMC (wrmc@fxua.edu) to notify them of the upcoming appointment request so that they can ensure sufficient staffing is on hand.
f. Following the student's meeting with a WRMC Coach, the WRMC will email documentation of the visit to the PD, the instructor, and the Registrar (registrar@fxua.edu) to be maintained in the student's file.

SECOND INSTANCE: Resolution for Second Allegation of Misconduct

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a TurnItIn report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Designee. The PD will check the Reports Portal, then inform the instructor of the total number of instances of academic integrity violations on file in the student's record. If this is the second documented instance, then the following procedures will apply: The instructor will award a zero, with no option to redo the assignment.

a. The Program Designee will schedule a meeting with the student to discuss the allegation. In this meeting, the PD will confirm that the student will receive a zero for the assignment with no option to resubmit the work, remind the student of the Code of Academic Excellence and Academic Integrity Policy, discuss the consequences of repeated violations (including what would happen if a third and fourth instance were to occur), and again have the student sign two documents: the Academic Integrity Policy, which the student has already signed, and an Academic Integrity Remediation Plan (Second Instance) form, which the Program Designee will also sign. If the student is not willing to sign the policy or remediation plan, the PD should make a note to that effect on the form and inform the student that the documents will nonetheless be maintained in the student's records. This second remediation plan will contain additional requirements to ensure that the student fully understands what academic misconduct is and how to avoid it. This may include another meeting with FXUA's Writing, Research, and Media Center for further guidance and feedback. The PD may add requirements to the Remediation Plan to ensure that it is tailored to the needs of the student.
b. The PD must submit a copy of the signed Academic Integrity Remediation Plan (Second Instance) and all supporting documentation providing evidence of the violation (e.g., TurnItIn report, side-by-side comparison, student complaint, or other evidence) to the Registrar (registrar@fxua.edu) so that copies can be maintained in the student's permanent record at FXUA. The PD will also CC the instructor and the Office of Institutional Effectiveness (oie@fxua.edu) to inform the university's assessment efforts.
c. The PD must make notes in CAMS to document the content of all meetings and communication with the student regarding the academic integrity violation and remediation plan. The PD is also encouraged to email the student's other professors to let them know that the student may need additional guidance with regard to academic integrity.
d. If the student has been encouraged to visit the WRMC, the PD will email the WRMC (wrmc@fxua.edu) to notify them of the upcoming appointment request so that they can ensure sufficient staffing is on hand.

e. Following the student's meeting with a WRMC Coach, the WRMC will email documentation of the visit to the PD, the instructor, and the Registrar (registrar@fxua.edu) to be maintained in the student's file.

THIRD INSTANCE: Resolution for Third Allegation of Misconduct:
The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a TurnItIn report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Designee. The PD will check the Reports Portal, then inform the instructor of the total number of instances of academic integrity violations on file in the student's record. If this is the third documented instance, then the following procedures will apply: The Program Designee will schedule a meeting with the student to discuss the allegation. In this meeting, the PD will confirm that the student will receive a zero for the assignment with no option to resubmit the work, remind the student of the Code of Academic Excellence and Academic Integrity Policy, discuss the consequences of repeated violations (including what else could happen as a result of this third instance and a potential fourth instance), and again have the student sign two documents: the Academic Integrity Policy, which the student has already signed, and an Academic Integrity Remediation Plan (Third Instance) form, which the Program Director will also sign. If the student is not willing to sign the policy or remediation plan, the PD should make a note to that effect on the form and inform the student that the documents will nonetheless be maintained in the student's records. The PD will further inform the student that this matter will be handled by a School Grievance Panel, which will consist, at minimum, of the Program Designee, the Program Director (if different from the Designee), one or more faculty members, and the Executive Dean. The meeting of the School Grievance Panel should occur as soon as possible following the meeting with the student. Prior to that meeting, the student will be given the opportunity to explain the situation and make a case to the School Grievance Panel in writing.

a. During the School Grievance Panel meeting, the Program Designee will present documentation of all allegations of academic misconduct (the first, second, and current instances). The Panel will then discuss the violation and possible consequences of the violation. Consequences can include but are not limited to:
    i. Failure of the course, internship, or externship with the option to repeat it, or
    ii. Suspension from the university for a minimum of one semester.
b. A formal meeting will be arranged between the Program Director and the student in which the School Grievance Panel's verdict will be presented to the student in the form of an official letter from the School. If the student is not willing to attend the meeting, the letter will be sent via email. A copy of this letter will also be provided to the Executive Dean and to the Registrar's Office, where it will be added to the student's permanent record. Appeals to decisions can be made to an Institutional Grievance Panel.
c. The Program Designee must submit a copy of the signed Academic Integrity Remediation Plan (Third Instance) and all supporting documentation providing evidence of the violation (e.g., TurnItIn report, side-by-side comparison, student complaint, or other evidence) to the Registrar (registrar@fxua.edu) so that copies can be maintained in the student's permanent record at FXUA. The PD will also CC the instructor and the Office of Institutional Effectiveness (oie@fxua.edu) to inform the university's assessment efforts.
d. The PD must make notes in CAMS to document the content of all meetings and communication with the student regarding the academic integrity violation and remediation plan. The PD is also encouraged to email the student's other professors to let them know that the student may need additional guidance with regard to academic integrity.

FOURTH INSTANCE: Resolution for the Fourth Allegation of Misconduct:
The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a TurnItIn report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Designee. The PD will check the Reports Portal, then inform the instructor of the total number of instances of academic integrity violations on file in the student's record. If this is the fourth documented instance, then the following procedures will apply:

a. The Program Designee will schedule a meeting with the student to discuss the allegation. In this meeting, the PD will confirm that the student will receive a zero for the assignment with

no option to resubmit the work, remind the student of the Code of Academic Excellence and Academic Integrity Policy, discuss the consequences of repeated violations (including a discussion about what could happen as a result of this fourth instance), and again have the student sign two documents: the Academic Integrity Policy, which the student has already signed, and an Academic Integrity Remediation Plan (Fourth Instance) form, which the Executive Dean will also sign. If the student is not willing to sign the policy or remediation plan, the PD should make a note to that effect on the form and inform the student that the documents will nonetheless be maintained in the student's records. The PD will further inform the student that this matter will be handled by an Institutional Grievance Panel, which will consist, at a minimum, of the Program Designee, the Program Director (if different from the Designee), one or more other Program Directors, one or more faculty members, the Executive Dean, and a designee from the Office of the President. In consultation with the PD, the Executive Dean will determine the exact membership of this Panel and invite members to participate. If additional perspectives would be of use, the Panel is welcome to request that the Academic Integrity Committee send a representative as well. The meeting of the Institutional Grievance Panel should occur as soon as possible following the meeting with the student. Prior to that meeting, the student will be given the opportunity to explain the situation and make a case to the Institutional Grievance Panel in writing.

b. During the Institutional Grievance Panel meeting, the Program Designee will present documentation of all allegations of misconduct (the first, second, third, and current instances). The Panel will then discuss the violation and possible consequences of the violation. Possible consequences can include:
    i. Failure of the course, internship, or externship with no option to repeat it,
    ii. Suspension from the university for a minimum of one semester, or
    iii. Permanent expulsion from the university.
c. The student will be notified of the Institutional Grievance Panel's verdict in writing by an official letter from the Executive Dean. A copy of this letter will also be provided to the Program Director and to the Registrar's Office, where it will be added to the student's permanent record. Appeals to decisions can only be made to the Institutional Grievance Panel.
d. The Program Designee must submit a copy of the signed Academic Integrity Remediation Plan (Fourth Instance) and all supporting documentation providing evidence of the violation (e.g., TurnItIn report, side-by-side comparison, student complaint, or other evidence) to the Registrar (registrar@fxua.edu) so that copies can be maintained in the student's permanent record at FXUA. The PD will also CC the instructor and the Office of Institutional Effectiveness (oie@fxua.edu) to inform the university's assessment efforts.

EGREGIOUS VIOLATION: Resolution of Allegation of an Egregious Instance of Misconduct

Violations of academic integrity can range in severity from, for example, an unintentional lack of citation or inadvertently insufficient paraphrasing to a purposeful and blatant attempt to cheat. In some cases, the severity of the violation might seem to require more punitive measures than the consequences outlined for the instance at hand. (As just one example, if a student's first academic integrity violation was to bully another student into cheating, that might call for a stronger response than the awarding of a zero grade with the option of redoing the assignment for credit, the consequence outlined for a first instance.) In such cases, the instructor and/or Program Designee can recommend that the violation be escalated to count as an egregious instance and request the formation of an Institutional Grievance Panel to help determine the consequences, which may exceed those normally associated with a first, second, or third instance. As needed, Program Designees are encouraged to consult with other Program Directors, as well as possibly to seek guidance from the university's Academic Integrity Committee, to decide whether to pursue this option.

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a TurnItIn report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Designee. If the Program Designee considers the alleged violation to the Code of Academic Excellence to be an egregious instance of misconduct, then the following procedures will apply:

a. The Program Designee will schedule a meeting with the student to discuss the allegation. In this meeting, the PD will confirm that the student will receive a zero for the assignment with no option to resubmit the work, remind the student of the Code of Academic Excellence and Academic Integrity Policy, and discuss the specific violation with the student, including why it was designated as an egregious violation and what the consequences of an egregious violation might be. The PD will have the student sign a copy of the Academic Integrity Policy and inform the student that this matter will be handled by an Institutional Grievance Panel, which will consist, at a minimum, of the Program Designee, the Program Director (if different from the Designee), one or more other Program Directors, one or more faculty members, the Executive Dean, and a designee from the Office of the President. In consultation with the PD, the Executive Dean will determine the exact membership of this Panel and invite members to participate. If additional perspectives would be of use, the Panel is welcome to request that the Academic Integrity Committee send a representative as well. The meeting of the Institutional Grievance Panel should occur as soon as possible following the meeting with the student. Prior to that meeting, the student will be given the opportunity to explain the situation and make a case to the Institutional Grievance Panel in writing.
b. During the Institutional Grievance Panel meeting, the Program Designee will present documentation of all allegations of misconduct, including previous allegations, if any. The Panel will then discuss the violation and possible consequences of the violation. Possible consequences can include:
    i. Redesignation of the violation as instance 1, 2, 3, or 4 (if so, follow procedures as above),
    ii. Failure of the course, internship, or externship with the option to repeat it,
    iii. Failure of the course, internship, or externship with no option to repeat it,
    iv. Suspension from the university for a minimum of one semester, or
    v. Permanent expulsion from the university.
c. If the Panel chooses to redesignate the violation following option (i) above, the student will be notified in writing following the procedures outlined for instances 1-4 above. If the Panel deems that the allegation is egregious and chooses any of the options corresponding to (ii) through (v) above, the student will be notified of the verdict in writing by an official letter from the Executive Dean. A copy of this letter will also be provided to the Program Director and to the Registrar's Office, where it will be added to the student's permanent record. Appeals to decisions can only be made to the Institutional Grievance Panel.
d. The Program Designee must submit a copy of the signed Academic Integrity Remediation Plan (as relevant) and all supporting documentation providing evidence of the violation (e.g., TurnItIn report, side-by-side comparison, student complaint, or other evidence) to the Registrar (registrar@fxua.edu) so that copies can be maintained in the student's permanent record at FXUA. The PD will also CC the instructor and the Office of Institutional Effectiveness (oie@fxua.edu) to inform the university's assessment efforts.
e. The PD must make notes in CAMS to document the content of all meetings and communication with the student regarding the academic integrity violation and remediation plan. The PD is also encouraged to email the student's other professors to let them know that the student may need additional guidance with regard to academic integrity.

The university does not excuse any violation of its policies on the basis that the student was not aware of these policies and their subsequent penalties and sanctions.

6.3.3 Faculty Oversight

In addition to serving as mentors and role models, faculty are the primary arbiters and protectors of FXUA's academic integrity, and as such, they are held accountable not only for adhering to FXUA's Code of Academic Excellence, but also for monitoring their students' academic integrity. Faculty who suspect students of violations of academic integrity are required to enforce FXUA's policy. Because FXUA takes a learning-oriented approach to academic integrity for our students, we do so for our faculty as well, as represented by the remediation plan described below. However, faculty who fail to enforce FXUA's policy despite education and/or remediation may be sanctioned, removed from their courses, or permanently blocked from teaching at the institution.

6.3.3.1 Resolving Inadequate Faculty Monitoring of Academic Integrity

Faculty are recommended to use TurnItIn plagiarism detection software for all written assignments submitted electronically and should be aware that administrators are tasked with monitoring the courses in their department. During such monitoring, any faculty member who is found not to have addressed instances of student academic integrity violations in an appropriate way will be put on a remediation plan. Since all faculty are required to complete training on academic integrity and detecting plagiarism, and because faculty are required to acknowledge FXUA's Academic Integrity Policy annually, anyone assigned to teach a course should already be capable of monitoring and detecting violations of the Code of Academic Excellence.

FIRST INSTANCE: Resolution for the First Instance of Inadequate Monitoring or Enforcement

If an academic integrity violation is found to have gone insufficiently addressed in a faculty member's course for the first time, with reasonable expectations that the instructor should have recognized the violation and enforced the policy (e.g., the violation is clearly identifiable, sufficient time has passed since the submission, the violation was not detected or addressed during grading), the following remediation actions will occur:

a. The faculty member will be informed in writing that such a violation has been found.
b. The faculty member will re-read FXUA's Academic Integrity Policy and will sign another acknowledgment of having read and understood the policy.
c. After re-reading the policy, the faculty member will be required to meet with his/her Program Director about the insufficiently addressed violation. The Program Director will provide concrete and specific guidance regarding how the student's academic integrity violation should have been addressed, suggest strategies for identifying and addressing this and other academic integrity problems, answer questions from the faculty member, and point the faculty member toward additional resources as needed.
d. The faculty member, under the supervision of the Program Director or another designee, will be required to follow through with the procedures for holding the student accountable for the academic integrity violation, as specified in FXUA's Academic Catalog, as soon as possible. This will include preparing the student's remediation plan and submitting the necessary paperwork.
e. The faculty member will be placed on a non-negotiable faculty remediation plan, which will involve the completion of additional training on academic integrity and the writing of a personalized plan for identifying and addressing academic integrity issues in the future (around 300 words or 1 page). The faculty member will sign the remediation plan document, provide documentation of the additional training, and submit the personalized plan to his/her Program Director within 5 business days of the meeting.
f. The faculty member's course(s) will be placed on heightened monitoring for the remainder of the semester. In the case of an instance occurring at the end of the semester, courses in the following semester may be monitored as well.
g. The Program Director will send all documentation related to the faculty member's violation and remediation plan to the Human Resources Department (hrsupport@fxua.edu), where it will be maintained as part of the faculty member's employment records.

SECOND INSTANCE: Resolution for the Second Instance of Inadequate Monitoring or Enforcement

If an academic integrity violation is found to have gone insufficiently addressed in a faculty member's course for a second time, with reasonable expectations that the instructor should have recognized the violation and enforced the policy (e.g., the violation is clearly identifiable, sufficient time has passed since the submission, the violation was not detected or addressed during grading), the following remediation actions will occur:

a. The faculty member will be informed in writing that such a violation has been found.

b. The faculty member will re-read FXUA's Academic Integrity Policy and will sign another acknowledgement of having read and understood the policy.
c. After re-reading the policy, the faculty member will be required to meet with his/her Program Director and the Executive Dean to discuss the repeated unaddressed violation. The Program Director will again provide concrete and specific guidance regarding how the student's academic integrity violation should have been addressed, suggest strategies for identifying and addressing this and other academic integrity problems, answer questions from the faculty member, and point the faculty member toward additional resources as needed.
d. The faculty member, under the supervision of the Program Director or another designee, will be required to follow through with the procedures for holding the student accountable for the academic integrity violation, as specified in FXUA's Academic Catalog, as soon as possible. This will include preparing the student's remediation plan and submitting the necessary paperwork.
e. The Program Director will make a recommendation regarding the faculty member's ability to continue teaching at FXUA to the Academic Integrity Committee and Executive Dean. If the Committee and Executive Dean agree with the initial recommendation, the Program Director's decision will stand. If not, then the President of the university or a designee from the Office of the President will make a determination.
f. If permitted to return to teach at FXUA, the faculty member will be placed on a non-negotiable remediation plan, to include additional training, continued heightened monitoring, and submission of a new personalized plan for identifying and addressing academic integrity issues in the future. The faculty member's course(s) will also be placed on heightened monitoring for a minimum of four semesters.
g. The Program Director will send all documentation related to the faculty member's violation and remediation plan to the Human Resources Department (hrsupport@fxua.edu), where it will be maintained as part of the faculty member's employment records.

6.4 Student Honor Code

Students at the university are bound by the University's Honor Code in their academic activities. As such, students promise…

> *"…that all of the assignments I submit in all of my courses will represent my own work.*
>
> *Whenever I make use of resources to inspire, inform, or support my ideas, I will summarize, paraphrase, and/or quote those sources appropriately, citing them in APA style.*
>
> *I will not submit the same work in more than one course unless I have received explicit and specific written permission from the professor to build on related work I have previously completed.*
>
> *Further, I will help to ensure fairness for all students by avoiding improper assistance or collaboration (including, but not limited to, providing or obtaining answers to assignments or tests, whether in person or online).*
>
> *I understand that it is better to submit incomplete work than to submit an assignment that contains plagiarism or another form of cheating, and I understand that I am responsible not only for following FXUA's Code of Academic Excellence, but also for seeking guidance if I am ever unsure whether my actions will reflect the standards of academic integrity espoused by the university.*

All students who enroll at the university are bound by this honor code.

6.5 Expectations of Scholarship & Academic Work

In recognizing that Fairfax University of America is a multicultural learning community made up of people from different backgrounds and previous educational experiences, it is important that all community members share a common understanding of the expectations of scholarship and academic work that takes

place in and around courses and programs within the institution. As such, FXUA establishes expectations for scholarship & academic work.

FXUA expects that students hold the utmost standards related to academic integrity and academic excellence. Students are expected to adhere to the Code of Academic Excellence in all of their work. This includes an emphasis on the communication skills (both oral and in writing) that would be expected in courses and beyond our learning community). Consequences for violating the Code of Academic Excellence are defined in FXUA's Academic Integrity policy. As such, the university has adopted high expectations of academic rigor as a means of ensuring the success of our students in class and in their eventual careers.

6.5.1 Academic Professionalism

Meaningful and substantive work is defined as demonstrating preparation, reflection, and critical analysis of course content, learning resources, and/or in interactions with others. It also represents meeting the minimum requirements for academic work as outlined in the course syllabus.

Grades for written work will be determined by the quality of their content, formatting, and compliance with grammatical and genre conventions of academic/professional English. If a submitted assignment does not meet the academic and professional writing standards of work at the level of instruction, it may not be accepted.

Superior academic work demonstrates critical thinking and reflection on the part of the student and shows a depth of understanding and/or mastery of the required materials and concepts. It also demonstrates presentation quality that is genre appropriate clearly conveying one's ideas using grammatical language, logical organization, precision and accuracy, and exhibiting meticulous proofreading. Furthermore, superior academic work presents one's own ideas, while appropriately incorporating literature and resources in support of their ideas.

6.5.2 Student Engagement and Substantive Student-to-Student Participation

Higher education institutions have traditionally been safe places where members of the learning community share and discuss ideas openly. In fostering this kind of environment, students are expected to actively engage with their peers in a variety of contexts related to the classroom and generally on campus. All students are expected to adhere to respectful debate/discussion with one another at all times on and off campus.

Substantive participation is demonstrated through integration of active learning principles that engage and further learning. This can include any interactions in courses that are intended to be live/synchronous (in-class meetings, virtual discussions, phone/streaming voice services, etc.) or those interactions that are asynchronous in nature (i.e., discussion board postings, blogs, wikis, etc.). These interactions are academically meaningful, contribute to or expand student learning, and are done in a way that is timely and efficient.

The teaching model of FXUA emphasizes active learning and collaboration which engages students in a substantive manner challenging them to incorporate all of these areas when learning. Faculty must engage all learners by providing a variety of active learning activities. Active learning activities provide students with multiple perspectives and appeal to diverse learning styles. Active participation is necessary to ensure that these active learning opportunities remain focused on the course content and to provide feedback to guide and shape the development of competence.

Students are expected to be given an opportunity for student-to-student interaction. FXUA students are given the opportunity to discuss and debate, and learn and grow as professional colleagues and peer learners.

Any project or activity related should be substantive and reflective of each individual's work. Students are expected to contribute meaningfully and in a substantive way in all learning activities. Although this applies to all work, projects, or activities some special cases are highlighted below to provide examples:

- Group Work: In recognizing that some professions place special emphasis on working in groups or collaborating closely with other, some courses might require group work. If a course allows or

requires group work, all students must contribute in an equitable manner. Students are expected to report on their colleagues' contributions and are expected to report if someone in the group does not perform their work as required.

- Virtual Classroom Discussions: Some courses require submission of/participation in virtual classroom discussions. As such, students must contribute to discussions in a manner that reflect thoughtful, substantive contributions. If a peer response is required for a discussion posting, students are expected to make "substantive" postings/responses to your peers. Substantive responses are ones that demonstrate that you have read, reflected, and critically analyzed what someone else has said. Non-substantive responses are those that represent just single words or simple phrase response like "yes" or "good job". A substantive response includes questions for further thought or that would otherwise make your peers/instructor think about what you have posted. A substantive response could include something like "Could you tell me more about XXXX?" or "I found what you said about YYYY interesting, but have you thought about….?" Students who do not meet these requirements will be given zeros for their discussion board assignment.
- Residential Classroom Discussions: In a residential classroom, students are expected to contribute in a way that reflects thoughtful, substantive contributions. All students must contribute in a meaningful and active way in residential classroom discussions. Substantive participation includes participating in a way that reflects a thorough understanding of the materials, following the requirements of the discussion, and/or following any specific guidelines from the instructor

This list is a non-exhaustive and is intended to reflect some common means of interactions likely to be encountered peer-to-peer.

6.5.3 Student and Faculty Engagement

All interactions between students and faculty should be appropriate for a professional environment. Because of the unique nature of the faculty to student relationship, faculty are encouraged to maintain high professional and ethical standards with respect to their interactions with students. This includes monitoring and speaking up about any real or perceived conflict of interest that might exist.

6.5.4 Regular and Substantive Faculty-to-Student Interactions

In addition to being good teaching practice, institutions participating in federal financial aid (Title IV) are required to offer courses that "support regular and substantive interaction between the students and the instructor, synchronously or asynchronously" (Higher Education Opportunity Act, Pub.L. 110-315, 122 Stat. 3078, codified as amended at 34 C.F.R. §600.2). The following sections explain how FXUA interprets and defines faculty-to-student interaction, and what it means by regular and substantive.

6.5.4.1 Expectations of Faculty Interactions and Responsiveness

Responsiveness means that faculty provide follow-up and clarification to students when challenges or questions arise. Common situations calling for responsiveness include questions from students, comments that reveal a struggle to understand the course content, and inappropriate actions or messages that call for intervention.

Being responsive does not mean providing one student with an advantage over the rest of the class. Rather, it means clarifying and communicating effectively with all students enrolled in the class. Regardless of the modality, faculty have the responsibility to teach, coach, guide, inspire, and be available to their students regularly. Faculty define course content, assign deadlines for the courses, and foster regular communication between students. In doing so, they facilitate and define the timelines for all course activities including, but not limited to, course assignments, synchronous learning activities, asynchronous activities, and out-of-class activities. Thus, faculty are required to define and follow their specified sequencing and timelines for the courses both in and out of class.

6.5.4.2 Regular Presence

Adults learn most effectively when they feel supported and in an atmosphere of mutual respect, collaboration, openness, and trust (Simonson, Smaldino, Albright, & Zvacek, 2009, pp. 48–49). FXUA faculty are expected to establish, foster, and ensure a continuing environment where students feel that they can contribute in a meaningful way. This is essential to ensuring that students and faculty are able to

actively and meaningfully participate in enriching discussions and learning activities. Such responsiveness is particularly necessary where there is more limited face-to-face interaction. This includes meaningful and detailed feedback on student work, responding to questions/discussion board postings timely and meaningfully, facilitating discussions among students, and providing meaningful learning opportunities.

Faculty are expected to demonstrate presence regardless of the modality of instruction. This presence demonstrates that they are engaged in substantive interactions that further learning. By providing students accurate and helpful responses to inquiries, and by reaching out and being available to students frequently, faculty allow learners to demonstrate their mastery of learning objectives.

6.5.4.3 Meaningful and Academic

Interactions are expected to support or enhance the learning experience, and these interactions must be academic in nature. Faculty also ensure that substantive and meaningful interaction is provided in each course.

6.5.4.4 Faculty Office Hours

Faculty define office hours on the course syllabus that they are available to students outside of class time. Faculty are available for academic or course advising outside of a course's regularly scheduled class hours throughout the semester.

6.5.4.5 Appropriateness and Qualifications of Faculty

All courses are facilitated by qualified individuals who meet at least the minimum requirements based upon any accreditation, state, or federal requirements. These individuals are subject matter experts who have the ability to engage in meaningful interactions.

6.5.5 Academic Writing Style

FXUA subscribes to the American Psychological Association's (APA) formatting requirements across all programs and disciplines at the university. The American Psychological Association (APA) has a publication manual the outlines specific formats and styles to use when submitting a manuscript for publication to APA. The Publication Manual of the American Psychological Association (commonly referred to as the APA manual) is the source for all things related to formatting and style according to the American Psychological Association. APA is commonly used in the social sciences as a means of standardizing communication and formatting.

The APA style guide defines standards for writing and documenting, and provides consistency for format and style. The APA manual gives guidelines for many aspects of writing and researching, including some of the following:

- Documenting sources
- Ethically research
- Write properly
- Presentation of ideas

6.5.6 Assignment Submission Guidelines:

All written assignments should be typed and utilize APA 6th Edition guidelines for citations and formatting. All assignments must minimally include the following:

- A title page with the following information:
    - Title of assignment
    - Student first and last name
    - Email
    - Program of study
    - Course number and name
    - Professor name
    - Submission date (month/day/year)
- Running head
- Page numbers
- References (as applicable)

6.5.6.1 On-time Submission of Work

All work must be completed on time according to the announced schedule. Assigned readings must be completed before the day the topic will be covered in class. Late assignments may be accepted only with advance written permission from the instructor and will result in an automatic grade deduction. No late submissions will be accepted after 7 days from the initial due date.

Timely submission of work includes the completion of work or participation in an activity by the due date defined in the course syllabus. Students are considered to have participated on time if participation/completion is done by the due date identified in the syllabus.

6.5.6.2 Submissions of Electronic Work

All assignments must be submitted electronically via the learning management system (LMS). Only on rare exceptions would a physical submission be the most educationally appropriate submission format. If so, faculty must consult with their department chair and/or school head prior to finalizing their course syllabus for special exemptions.

6.5.6.3 Plagiarism Detection Resources

Academic integrity is essential in the learning process, and in order to provide a measure of compliance with the academic integrity policy, students are expected to demonstrate high moral and ethical standards in regard to their work.-As such, faculty are recommended to use TurnItIn as a learning tool for all written assignments submitted electronically. TurnItIn should be used and viewed as a tool for personal monitoring of one's own academic integrity. Students should be proactive with their use of TurnItIn and consider checking all assignments and discussion postings prior to submitting them to the official submission locations.

In some courses, instructors may require students to submit an assignment more than once (i.e., students receive feedback on a draft and then resubmit a revised version). For assignments that require resubmission, the draft document will generally not be submitted to the TurnItIn database; however, they will be checked against existing information in the database. Only final submissions will be submitted to the database.

6.5.7 Use of Campus Educational Resources

Students who struggle with course content should contact their instructor for additional support. This could include meeting with a faculty member in person, via electronic meetings, and/or via email. Faculty want students to be successful, and students should take advantage of the support offered by the faculty.

It is the expectation of the faculty that students who need additional support beyond the course content take advantage of the full range of free educational support services. FXUA has a variety of service departments that aim to support students to be successful. These include, but are not limited to, the Library and the WRMC.

6.6 Non-Academic Misconduct

By enrolling in the university, the student recognizes that the following types of behavior are prohibited and that being found guilty of engaging in them can serve as grounds for certain sanctions, including expulsion or the involvement of the local police department:

- **Illegal activities:** Violation of any federal, state, and local laws and any published or decreed university policies will be reported to the proper authorities.
- **Copyright infringement:** Most printed materials, photographs, motion pictures, sound recordings, and computer software are protected by copyright. Copyrighted works may not be reproduced, distributed, performed, or adapted by students without the copyright owner's permission. For more information, please see the Copyright & Fair Use Policies for Software & Other Materials section in this Catalog.
- **Computer misuse:** Some software products are protected by copyright laws. Students may not copy the institution's software without permission of the copyright holder. Additionally, students may not place personal software on the institution's computers or damage or destroy either software or computers. For more information, please see the Copyright & Fair Use Policies for Software & Other Materials section in this Catalog.

- **Drug use:** The manufacture, sale, dispensation, possession, or use of any controlled substances or illegal drug paraphernalia on university premises or at university sponsored events is considered an illegal activity and is prohibited on all university property. For more information, please see the Drug and Alcohol Policy.
- **Alcohol consumption:** The use, possession, or sale of any alcoholic beverage, regardless of its potency or lack thereof, is prohibited on all university property. For more information, please see the Drug and Alcohol Policy.
- **Firearms possession**: The use, possession, or sale of firearms or other weapons or any dangerous explosives or explosive elements or component parts on university property is strictly prohibited. For more information, please see the Weapons Policy.
- **Physical and psychological abuse:** Any form of physical and/or psychological abuse, threat, or harassment of another person or fighting on university property will result in sanctions. If the abuse is judged severe enough, the local police department may be consulted.
- **Property damage:** Littering, defacing, destroying, stealing, or damaging university property (or attempting to do so), initiation thereof, or causing such damage to be initiated is prohibited. Any false report, warning or threat of fire, explosion, or other emergency under the University's jurisdiction is also prohibited.
- **Gambling:** Gambling or holding a raffle or lottery at the university without proper approval is forbidden.
- **Obscene language or conduct**: Use of profanity and disorderly or obscene conduct is strictly prohibited.

  Students are expected to familiarize themselves with the university's policies on the following activities: unauthorized entry or presence in any university building or facility; solicitation and sales; smoking; sexual harassment & misconduct; physical or psychological assault/abuse of others; and unauthorized or disorderly assemblies that hamper the effective functioning of the university, its students, staff, and visitors, and its daily routine operations.

  The university does not excuse any violation of its policies on the basis that the student was not aware of these policies and their subsequent penalties and sanctions. The university reserves the right to expel any student for illegal activity and/or for any action outlined above.

- **Sexual Violence**: A "physical sexual act perpetrated against a person's will or against a person incapable of giving consent."
- **Disruptive Classroom Behavior:** In general, classroom management is the responsibility of the instructor. The learning environment of the entire class should not be jeopardized for the sake of a single student or group of students. Inappropriate classroom behavior may include, but is not limited to:

  1. Disruption of the classroom atmosphere;
  2. Engaging in non-class activities, for instance, talking to another student, talking on a cell phone, or working on an assignment for another class;
  3. Use of profanity in classroom discussion; or
  4. Use of abusive or disrespectful language toward the instructor or a student in the class, or about other individuals or groups.

  Instructors have the right to dismiss a student temporarily from class when the student's behavior distracts or disrupts the other students' learning.

6.6.1 Documentation of Non-Academic Misconduct

While all prohibited behaviors should be refrained from by all members of the learning community, some prohibited behaviors represent more egregious actions than others. Such egregious activities represent significant departures from the values and philosophy of the university and require formal and more permanent actions that highlight this violation. These egregious violations require the formation of an Institutional Grievance Panel, unless governed by a pre-established body under another section of the Academic Catalog. The Office of Institutional Effectiveness will communicate to the student regarding the results of the Panel and will inform the student that documentation will be made on the transcript.

6.6.2 Non-Academic Misconduct Requiring Documentation

When the university formally deems an action to be of an egregious nature, specific notation is made on the transcript highlighting the misconduct. The notation would include the following statement, *"[Suspended, Dismissed, or Withdrew while under investigation] for a violation of [insert name of institution's code, rules, or set of standards].*"
The following forms of non-academic misconduct that require documentation on the transcript.

6.6.2.1 Acts of Sexual Violence

Section § 23.1-900 of Virginia Code requires that notation of suspension, permanent dismissal, or withdrawal from the institution while under investigation because of an act of sexual violence to be documented on the transcript.

6.6.3 Removal of Notations of Non-Academic Misconduct

Notations of non-academic misconduct can be removed under the following circumstances:

- **Completion of any formal non-academic conduct probation**: A student who may be placed on a formal non-academic probation, and successfully completes those requirements pursuant to the parameters of the probation and has been deemed to be in good standing.
- **Completion of a formal suspension**: A student completes a formal suspension and has completed all conditions of that suspension and has been deemed to be in good standing.
- **Absolution of the offense**: If a student who has been accused of non-academic misconduct is found to have been absolved of the misconduct or to have subsequently been found to not have committed the.

6.7 Civil Rights and Sexual Harassment

FXUA does not, and will not tolerate sexual harassment of students, faculty, and/or staff. This policy is part of the university's effort to maintain a learning and working environment free from sexual harassment, exploitation, or intimidation. Violation of this policy will subject individuals to disciplinary actions, up to and including dismissal for employees and students. Sexual harassment is a form of sex discrimination that is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. In keeping with the guidelines provided by the US Equal Employment Opportunity Commission on sexual harassment in employment, FXUA defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed at an individual, or action taken in retaliation for reporting such behavior, regardless of where such conduct may occur. Sexual harassment is deemed to have occurred when:

1. Submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment or academic performance;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions, including, but not limited to, promotion, transfer, selection for training or performance evaluation, or used as the basis for academic evaluation;
3. The conduct has the purpose or effect of unreasonably interfering with an affected employee's work performance or an affected student's academic performance or participation in educational pursuits; or
4. The conduct has the purpose or effect of creating an intimidating, hostile, or offensive work or study environment.

   Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior by others shall be subject to disciplinary action that may include dismissal. A student who engages or assists in such conduct shall be subject to disciplinary measures including reprimands, suspensions, or termination to remedy violations of this policy. Students accused of sexual harassment will have the right to a fair due process hearing.

6.8 Title IX Compliance

In compliance with the Title IX 20 U.S.C. § 1681(a), no person shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Furthermore, sexual harassment and violence are strictly prohibited at Fairfax University of America.

Any victims or third parties should report all incidents of sex discrimination, sexual harassment, or sexual violence to the Title IX Coordinators, at the below contact information:

Title IX & Clery Act Compliance Coordinator
Name: Amy Buras
Title: Learning Center Manager
Office Address: 4401 Village Drive, Fairfax, VA 22030
Telephone: (703) 591-7042 Ext. 314
Email: aburas@fxua.edu

Deputy Title IX Coordinator
Name: George Rado
Title: Accreditation and Regulatory Compliance Coordinator
Office Address: 4401 Village Drive, Fairfax, VA 22030
Telephone: (703) 865-8784
Email: grado@fxua.edu

A general email has been set up to assist with reporting any potential Title IX violations: titleix@fxua.edu.

In accordance with the federal law, all victims and third parties have the option of reporting incidents by email, phone, mail, or in person to the Title IX Coordinator. All victims have the right to report to police, the university will facilitate that process if desired by the victim. Victims also have the right not to report to police.

All incidents of sex discrimination, sexual harassment, or sexual violence will be investigated promptly, in order to remedy any hostile educational environment created by such behaviors. Investigations may include the assistance of police, which may delay the response of Fairfax University of America to accommodate a police investigation. If the case requires police investigation, Fairfax University of America will delay their response to the case a maximum of 10 days in order to give appropriate time for police to gather evidence. If Fairfax University of America must delay their response, all parties will be informed of the delay and given an approximate timeline for when the response will resume. Institutional investigations will take no more than 60 days, except of in the instance of a complex case, which will be addressed within a reasonable period of time given the circumstances.

Employees and third-party reports are protected along with reporting victims from any adverse consequence, harassment, intimidation, or discrimination that is causally related to reporting sex discrimination under Title IX.

The university provides its annual security reports here: https://www.fxua.edu/our-university/about-fxua/institutional-effectiveness/safety-planning/

6.9 Americans with Disabilities (ADA) Policy

Fairfax University of America is a diverse community that provides equal opportunity in employment, activities, and its academic programs. The University does not discriminate on the basis of race, color, religion, gender, ethnic or national origin, disability, age, marital status, veteran status, membership in uniformed services, gender identity, or sexual orientation in the administration of any of its education policies, admission policies, scholarship and loan programs, and other school-administered policies and programs, or in its employment related policies and practices. Fairfax University of America is firmly committed to adhere to all federal and state equal opportunity and civil rights laws, including but not limited to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, and their implementing regulations. For more information, please see the Title IX Compliance section.

In accordance with Title III of the Americans with Disabilities Act, Section 506, Fairfax University of America is committed to ensuring that all of its facilities and programs are accessible to all persons. Students or prospective students who believe that they may qualify for course adaptations or accommodations in accordance with ADA, Section 506, are responsible for contacting the Office of Student Experience for an accommodation approval letter.

Documentation about the particular diagnosis must be provided by a qualified health professional (such as a physician, surgeon, psychiatrist, licensed clinical or educational psychologist, or certified learning disability specialist), and must be currently relevant (less than 3 years old). The assessment of reasonable accommodation is the decision of the university and will be provided to you in a letter of accommodation for the student's instructor each term no later than the second class session.

Office of Student Experience contact information:
Email: studentexperience@fxua.edu
Phone: (703) 591-7042
Location: 4401 Village Dr, Fairfax, VA 22030

6.10 Sexual Misconduct Policy and Notice of Non-Discrimination

Fairfax University of America does not discriminate on the basis of sex in its education programs or activities. Prohibited Conduct under the Sexual Misconduct Policy constitutes sex discrimination prohibited by Title IX of the Education Amendments of 1972 (Title IX), sections of the Violence Against Women Reauthorization Act (VAWA), Title VII of the Civil Rights Act of 1964 (Title VII), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and the Virginia Human Rights Act.

Title IX prohibits sex discrimination in all aspects of university activities and programs. This means that students are entitled to an environment that is free from sex discrimination. Both men and women can be victims of sex discrimination, and sex discrimination can occur between members of the same or opposite sex.

Individuals who have been found to have violated this policy will face disciplinary action, up to and including expulsion. It is the responsibility of every member of the community to create and foster an environment free from sex discrimination. As such, all members of the community are encouraged to take reasonable actions to stop or prevent an act of sex discrimination. Anyone who takes such actions will receive the support of FXUA.

Fairfax University of America (FXUA or the University) is committed to maintaining a safe educational and work environment in which no member of the community is, on the basis of sex, gender, sexual orientation, or gender identity, excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity.

The Sexual Misconduct Policy applies to any form of sexual or gender-based discrimination, which includes, but is not limited to, sexual assault, domestic violence, dating violence, stalking, and harassment.

FXUA provides ongoing prevention, awareness, and training programs for employees and students in an effort to:

- To eliminate, prevent, and address sex discrimination and its effects;
- Encourage reporting;
- Make available timely services for those affected by Prohibited Conduct; and
- To provide the prompt and equitable investigation and resolution of Prohibited Conduct cases.
  Any question regarding the interpretation and application of this policy shall be referred to the Title IX Coordinator. The Title IX Coordinator may designate a Title IX Deputy Coordinator to serve as the Title IX Coordinator for any procedures outlined in this policy. For more information, please see the Sexual Misconduct Policy available at https://www.fxua.edu/our-university/about-fxua/institutional-effectiveness/title-ix-at-fxua/sexual-misconduct-policy/.

6.11 Drug and Alcohol Policy

FXUA is committed to providing an environment free of alcohol and drug abuse in compliance with the Drug Free Schools and Communities Act and the Higher Education Act of 1965.

Fairfax University of America does not condone the illegal or otherwise irresponsible use of alcohol and other drugs. It is the responsibility of every member of the community to know the risks associated with substance use and abuse. This responsibility obligates students and employees to know all relevant FXUA policies, and federal, state, and local laws and to conduct themselves in accordance with those laws and policies. To ensure the availability of this information, the University publishes the following information regarding FXUA policies and sanctions; laws and penalties associated with substance use and abuse; health and behavioral risks of drug use; and resources for treatment and educational programming. The

dissemination of this information is in support of the Drug Free Schools and Communities Act and the Clery Act.

6.11.1 Alcohol Policy

FXUA hopes the Alcohol Policy will encourage students and employees to make responsible decisions regarding the consumption of alcoholic beverages. As such, FXUA is a dry campus and expressly prohibits the sale, consumption, or use of alcoholic beverages on any FXUA property.

All members of the community are expected to know and act in accordance with Virginia laws concerning the purchase, possession, consumption, sale, and storage of alcoholic beverages. However, ignorance of the law is not a viable defense. Thus, the community is reminded of the following:

- Any sale of an alcoholic beverage requires an ABC license.
- Alcoholic beverages are not to be given or sold to persons who are under the legal drinking age, which is 21 years of age.
- Alcoholic beverages are not to be given to persons who are intoxicated.
- State law prohibits drinking in unlicensed public places; public intoxication; possession of an alcoholic beverage by someone under the legal drinking age; falsely representing one's age for the purpose of procuring alcohol; and purchasing an alcoholic beverage for a person who is under the legal drinking age.
- Violations of state alcohol laws are criminal misdemeanors punishable by fines up to $2,500, imprisonment up to 12 months, and suspension of a driver's license.
- The use of alcoholic beverages as a prize in a contest, drawing, lottery, etc., is prohibited.
- The use of alcoholic games (e.g., quarters, drink-offs, beer-pong, etc.) is prohibited.
- FXUA recognizes the value of group-sponsored social events that take place off-campus. FXUA acknowledges that some of these group-sponsored events that take place off-campus may be at establishments that serve alcohol. FXUA does not prohibit the consumption of alcohol at these events. However, groups or individual group members may be held accountable for the underage possession or consumption of alcohol, and unsafe or irresponsible behavior that occurs during a group-sponsored event.
  Unsafe behavior includes, but is not limited to, consuming alcohol through beer bongs, participating or facilitating drinking games, or consuming an excessive quantity of alcohol in a short amount of time. Irresponsible behavior includes, but is not limited to, the use or attempted use of fraudulent identification to obtain alcohol or making alcohol available to underage persons.
- FXUA funds may not be used to purchase or obtain alcohol.
- Members of the FXUA community, and their invited guests, who reside in property leased by FXUA who are lawfully permitted to purchase, possess, and consume alcohol, may do so in the residence.
  Any member of the University community who violates state alcohol laws is subject to disciplinary action. Whether or not criminal charges are brought, all students are subject to disciplinary action for any violation of state alcohol laws that occurs:

- On university owned, controlled, or leased property;
- At university sponsored functions; or
- Under other circumstances involving a direct and substantial connection to the University.

Any student found to have engaged in such conduct is subject to the entire range of sanctions, including suspension and expulsion.

Students and recognized student organizations are always expected to conduct themselves in accordance with the laws of the Commonwealth of Virginia and to assume full responsibility for their activities and events.

6.11.2 Drug Policy

The unauthorized manufacture, sale, distribution, and possession of "controlled substances" (illegal drugs), including marijuana, cocaine, heroin, and LSD, are prohibited by both state and federal law and are punishable by severe penalties. FXUA does not tolerate or condone such conduct.

Any member of the University community who violates state or federal drug laws is subject to disciplinary action. Whether or not criminal charges are brought, all students are subject to disciplinary action for any violation of state or federal laws that occurs:

- On university owned, controlled, or leased property;
- At university sponsored functions; or
- Under other circumstances involving a direct and substantial connection to the University.

Any student found to have engaged in such conduct is subject to the entire range of sanctions, including suspension and expulsion. Students and employees who are found to be in violation of state or federal drug laws may be referred to the appropriate authorities for criminal prosecution.

6.11.3 Health and Behavioral Risks

The negative physical and mental effects of the use of alcohol and other drugs are well documented. Use of these drugs may cause blackouts, poisoning and overdose; physical and psychological dependence; damage to vital organs such as the brain, heart and liver; inability to learn and remember information; and psychological problems including depression, psychosis and severe anxiety. Other risks include impaired judgment and coordination, which can lead to DUI/DWI arrests; hazing; falls, drowning and other injuries; contracting sexually transmitted diseases including AIDS; and unwanted or unplanned sexual experiences and pregnancy.

The substance abuse of family members and friends may also be of concern to students and employees. Patterns of risk-taking behavior and dependency not only interfere in the lives of the abuser, but can also have a negative impact on the affected students' academic work, emotional well-being and adjustment to college life.

Students who are struggling with an addiction can contact the Student Experience department for referrals to outside counseling and support services: studetnexperience@fxua.edu.

Substance Abuse and Mental Health Services' Treatment Referral Routing Service provides referrals to local treatment facilities, support groups, and community-based organizations. Callers can also order free publications and other information. It is a confidential, free, 24/7/365 information service: 1-800-662-4357

- Online treatment locators: https://findtreatment.samhsa.gov/
- Helpline website: https://www.samhsa.gov/find-help/national-helpline
- Organization website: https://www.samhsa.gov/

6.11.4 Federal and Commonwealth of Virginia Penalties

Federal and Virginia law penalizes the unlawful manufacturing, distribution, use, and possession of controlled substances, including prescription drugs. Synthetic designer drugs such as “bath salts,” “plant food,” and “carpet cleaner,” contain mixtures of many different chemicals, including those that resemble cocaine, methamphetamine, and MDMA or “ecstasy.” Federal law makes the distribution of “analogue” substances marketed for human consumption illegal if those substances are chemically similar to a scheduled illegal drug and have the same pharmacological effect on a user.

Federal law sets penalties for first offenses ranging from less than one year to life imprisonment and/or fines up to $10 million. Penalties may include forfeiture of property, including vehicles used to possess, transport or conceal a controlled substance, and the denial of professional licenses or federal benefits, such as student loans. The punishment for the possession and/or distribution of a controlled substance analogue is up to twenty years in prison and a fine of up to $1 million.

Convictions under Virginia law may be misdemeanor or felony crimes with sanctions ranging from probation to life imprisonment and/or fines of up to $1 million. Virginia law specifically prohibits the sale, gift, distribution, and possession of synthetic cannabinoids, which carry penalties as a Class 6 felony.

Federal law holds that any person, who distributes, possesses with intent to distribute, or manufactures a controlled substance in, or within one thousand feet of an educational facility is subject to a doubling of the applicable maximum punishments and fines. A similar Virginia law carries sanctions of between one to five years' imprisonment and up to a $100,000 fine for similar violations.

6.11.5 Limited Amnesty

Fairfax University of America encourages the reporting of all potential violations of Prohibited Conduct under the Sexual Misconduct Policy. FXUA does not condone underage alcohol consumption or the use of illegal drugs. However, because it is of the utmost importance of FXUA to protect the wellbeing of its students and employees, FXUA may extend limited amnesty from disciplinary action for the illegal consumption of alcohol

or illegal drug use by victims, witnesses, and those reporting incidents or assisting victims of Prohibited Conduct. These individuals must have acted in good faith, and any such violation must not have placed the health or safety of any other person(s) at risk.

The Title IX Coordinator and the President, or their designees', will determine if amnesty will be applied and to what extent. Alcohol and drug amnesty is intended to encourage students and employees to seek assistance for themselves and others by reducing the fear of facing FXUA's Students Rights & Responsibilities Policy/Employee Handbook Policies for such conduct. It is an attempt to remove barriers that may prevent an individual from reporting, seeking medical assistance, or other assistance.

6.12 Non-Smoking Policy

Smoking is not permitted within facilities owned or leased by the university or in university-owned vehicles. Smoking is not permitted within 50 feet of any university facility.

6.13 Weapons Policy

The use, possession, or sale of firearms, other weapons, or any dangerous explosives or explosive elements or component parts on university property is strictly prohibited. Weapons are defined as, but not limited to:

1. Any gun, bow, crossbow, or other weapon designed or intended to propel a missile or projectile of any kind, including any pistol, revolver, rifle, musket, long gun, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material; or any object similar in appearance whether capable of being fired or not, in such a manner as to induce fear in the mind of a reasonable person;
2. Any stun weapon, including any device that emits a momentary or pulsed output, which is electrical, audible, optical, or electromagnetic in nature and is designed to temporarily incapacitate a person;
3. Any knife, including but not limited to any dirk, bowie knife, switchblade knife, ballistic knife, machete, sword, saber, or razor, except a pocket knife having a folding metal blade less than three inches;
4. Any slingshot, spring stick, metal knucks, or blackjack;
5. Any flailing instrument consisting of one or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain;
6. Any disc, of any configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart;
7. Any frame, receiver, muffler, silencer, missile, projectile or ammunition designed for use with a dangerous weapon, including any cartridge, pellet, ball, missile or projectile adapted for use in a firearm;
8. Any explosive substance or explosive device, if such substance or device is intended to be used as a weapon that causes but not limited to bodily harm of another person; any person who constructs, uses, places, sends, or causes to be sent any hoax explosive device so as to intentionally cause another person to believe that such device is a bomb or explosive;
9. Any tear gas, mustard gas, phosgene gas or other noxious or nauseating gases or mixtures of chemicals designed to, and capable of, producing vile or injurious or nauseating odors or gases, if such gas or chemical is intended to be used as a weapon to cause bodily injury to another person(s).

No student, faculty, staff, visitor, or affiliate shall carry, possess, maintain, or conceal weapons on any property owned or controlled by Fairfax University of America. This includes concealed handgun carry permits. Any on-campus security officers have been contracted by the university and are permitted to carry weapons on property owned by Fairfax University of America.

6.14 Copyright & Fair Use Policies

FXUA, its students, faculty, and employees must comply with the provisions of the United States Copyright Act (Title 17 of the United States Code). Copyright is the right of the creator of a work of authorship to control the use of that work by others. Copyrighted work may not be reproduced distributed, performed, or adapted by others without the copyright owner's permission. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities. Works protected by copyright include, but are not limited to literary, musical, and pictorial works; sound recordings, motion pictures, and other audiovisual works; and computer software.

FXUA employees shall use computer software only in accordance with the terms of the Computer Software Policy and the licensing agreement for the software. The University does not condone or support the use of

any unauthorized copies of software. All software used by University employees to perform their responsibilities shall be purchased through appropriate procedures.

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 section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages 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. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at http://www.copyright.gov/, especially their FAQ's at www.copyright.gov/help/faq.

There are some exceptions in United States copyright law such as the fair use doctrine. The fair use doctrine allows limited use of copyrighted material without the permission of the copyright owner for several purposes, including teaching and scholarship. It is the responsibility of each student, faculty, and staff to inform oneself about what is and what is not permissible use of copyrighted material. Copyright and fair use guidelines for students, faculty, and staff can be found on the Library website and are posted in the Library as well as at all photocopy machines at the university. For additional assistance with copyright and fair use issues, please consult the Librarians.

Violations of the copyright and fair use policies will be dealt with in the same manner as violations of other university policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, dismissal from the University, and legal action.

6.15 Educational Records

In compliance with Public Law 93-380, "The Family Educational Rights and Privacy Act" (FERPA), which is Section 438 of the General Education Provision Act, FXUA has adopted policies and procedures that permit students the opportunity to view their educational records upon request. Educational records mean those records, files, documents, and other materials that contain information directly related to a student.

6.15.1 Definition of Student Records

A student file (electronic file in the university's file server for the students who initiated a program in Spring 2012 or physical file for the students who enrolled prior to Spring 2012) is maintained by the Registrar's and Admissions Offices, which includes the following student information:

- Enrollment Agreement Form at the time of initial enrollment for each program, which includes the enrollment contract and other information relating to the payment for educational services
- Passport copy or ID card that indicates the student's name
- Permanent (home) and/or local addresses
- Admission-related documents as well as an acceptance letter issued by the university
- Copy of diploma/certificate
- Copy of transcript which shows the graduation date and the degree/certificate obtained at FXUA
- Record of warning, probation, dismissal, or termination, if applicable

These additional records are kept in a student file when applicable:

- Copy of I-20 for F-1 visa students
- Copy of non-immigrant visa for foreign students
- Veterans Administration records for veterans

FXUA has the right to keep all documents that a student submits to the university.

6.15.2 Academic Record Retention Policy

All student academic records including transcripts are required to be maintained by the Registrar's Office. The student files are kept for specific duration as follow:

- Minimum 10 years following a student's graduation from FXUA

- Minimum 10 years following a student's withdrawal from FXUA (including those who transferred out, those terminated by SEVIS, and unauthorized withdrawal cases)

The following records are kept in electronic format in the university database permanently in accordance with the guidelines published by the State Council for Higher Education of Virginia (SCHEV).

- Transcripts showing the name of student, the program title, the semesters enrolled, and grades and credit hours
- Grades
- Enrollment Dates
- Course descriptions

In addition to the regulations defined by the Commonwealth of Virginia, FXUA maintains the following academic records:

- **Course Syllabi**: While students are responsible for maintaining their own syllabi, the educational units/departments also maintain course syllabi for the current academic year. Students may be able to contact their previous instructors for older versions of the syllabus.
- **Submitted Coursework**: While students are expected to maintain a copy of their own submitted work, assignments that are submitted into the learning management system will be maintained electronically for at least the current academic year.
- **Theses or Dissertations**: Permanently maintained by the university in the Library.

All admission related documents and records for applicants who do not enroll in the university are maintained by the Admissions Office electronically in the student file server for the period of time mentioned below:

- 5 years following the applied semester or session
- 5 years following the denial of a student's visa request and a completed refund, if applicable
- Incomplete application files will be kept for 2 years

6.16 Federal Education rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is also known as the "*Buckley Amendment.*" FERPA is a federal law enacted in 1974, which enables certain rights of students with respect to their education records. Specifically, it enables students the right to:

1. The right to inspect and review their education records within 45 days of the request
2. The right to request an amendment of education records if the student believes they are inaccurate
3. The right to require FXUA to obtain written consent to disclose personally identifiable information from the student's education records unless an exception applies
4. The right to file a complaint concerning alleged FERPA violations with the Family Policy Compliance Office within the U.S. Department of Education:

   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202

6.16.1 Disclosing Educational Records

In general, FXUA does not disclose non-directory information to third parties unless the student has provided consent, the release is to the parent of a dependent student, as required by §23.1-1303.B5 of the Code of Virginia, or the disclosure meets a qualified exception under FERPA.

One such exception is when disclosure is made to **a FXUA School Official with a Legitimate Educational Interest**. FXUA *School Officials as* individuals who engage in the instructional, supervisory, advisory, administrative, governance, public safety, research, and support functions of the University. In addition to any other person or entity conducting institutional services or doing work on behalf of the University. They need not necessarily be paid employees of the University. School officials include (but are not limited to):

- Faculty
- Staff
- Contractors/Consultants
- Volunteers
- Board Members
- Trustees
- Administrators
- Academic partners
- Student workers
- Students functioning in an official University capacity

FXUA defines a Legitimate Educational Interest as the need of a school official to access a student's education records in the course of performing his or her duties for the University.

Student may give a written consent to release their protected educational records to a third party by completing a Consent to Release Student Information Form and submitting it to the Registrar's Office. Student can rescind their consent at any time, which will prevent the release of that information from that point going forward.

The institution will not permit access to or release of confidential information from a student's records to any individual or agency without the written consent of the student, except for the following situations:

1. Information may be provided to organizations conducting studies for educational and governmental agencies.
2. Information may be provided to US government agencies as listed in Public Law 93-380 who request information for specific purposes.
3. Information may be provided at the request of any accrediting agencies.
4. Information may be provided to appropriate legal authorities in connection with an emergency.
5. Information may be provided for the purposes of awarding financial aid.
6. In formation may be provided in response to legal court orders.

6.16.2 Directory Information:

FERPA authorizes the release of Directory Information without a student's consent. FXUA has defined its Directory Information in accordance with what is allowable under FERPA, and it includes:

- Student Name
- Major Field of Study
- Dates of Attendance/Date of Graduation ("Enrollment Dates")
- Enrollment Status
- Class Level
- Previous Institutions
- Degrees and Awards Received
- Photographs
- Participation in Officially Recognized Activities

6.16.2.1 Limited Directory Information:

Limited directory should only be used for verification purposes, such as to confirm a student's identity over the phone, and in conjunction with a legitimate educational interest.

- Student ID Number
- Date of Birth

FXUA assumes that students who do not request to withhold disclosure of their directory information consent to the release of this information.

6.16.2.2 Withholding Disclosure of Student Information

Currently enrolled students may withhold disclosure of their student information by completing a Prevent Disclosure of Student Information Form and submitting it to the Registrar's Office. Former students may not place a new request for nondisclosure on their education records, however, they may request its removal.

Confidential Hold: Prevents disclosure of all student information. Students who elect this hold must conduct all university business in person with a photo ID or via their official FXUA email address. No student information will be released over the phone. The student's name will not appear in any commencement program.
Confidential status does not convey a right to be anonymous in the classroom or to impede routine classroom communication and interactions. Students with confidential status expect to be identified in the class by name and to have their FXUA email address used for class purposes.

6.16.3 Request to Inspect an Educational Record:

Eligible students are afforded the right to inspect all education records maintained by the University. The following procedures should be followed to allow a student to inspect their record.

(1) Students must provide a written request indicating what type of education records they want to inspect.
(2) Student should submit the written request to the Registrar's Office. The Registrar will oversee the inspection process.
(3) Students will be able to review the requested education records within 45 days of submitting their request.
(4) The Registrar will contact the student to arrange a day and time for the inspection to take place and supervise the inspection.
(5) The student will be able to make notes during the inspection but is not permitted to remove any records or documents at the time of the inspection.
(6) Following the inspection, both Registrar and student will sign a copy of the request to note the date, time and location the inspection took place. A copy should be retained by the Registrar's Office.

6.16.3.1 Exclusions to FERPA Requests:

The following records are not available for inspection:

(1) Parents Financial Records
(2) Records containing information on other students
(3) Records connected to a denied application
(4) Confidential letters and/or recommendations to which access has already been waived
(5) Any other records FERPA excludes from the definition of an educational record

6.16.3.2 Request to Amend an Education Record:

After inspecting their education record, a student may believe a portion of that record contains information that is inaccurate or misleading. Students may request to have that education record amended. The following procedures should be followed to allow a student to request their educational record to be amended:

(1) Students must provide a written request and indicate what record they are requesting to be amended and why they believe the record is inaccurate or misleading. A separate request must be made for each amendment requested.
(2) Students must submit the request to the Registrar's Office.
(3) The review and the decision will take place within 30 days and the student will be informed in writing no later than the 30th day of the decision.
(4) If the Registrar has concluded that no amendment will occur, the student may then request a hearing or to place a document in the record which explains why they believe the educational record to be wrong or misleading. Requests should be directed to the Registrar's Office.
(5) If the student requests a hearing, the student will be informed in writing of the date and time of the hearing.

Contact the Registrar's Office at registrar@fxua.edu if you have additional questions.

6.17 Undue Hardship Appeal

While the policies and procedures described in this catalog attempt to provide clear guidance on how to fulfill the requirements of the university, there are instances in which extraordinary circumstances might create a situation that is at odds with the intended spirit of a policy, or in which an undue hardship might make it counterproductive or impossible to follow the normal course of action. In such a situation, an undue hardship appeal may be submitted in writing to the Office of Institutional Effectiveness. In many cases, the written

appeal will be used as documentation for the eventual review by the committee as an official record on the behalf of the appellant. The appeal must include an explicit acknowledgment that the policy was not or would not be followed, a detailed explanation of the extraordinary circumstances that led or would lead to the policy not being followed, a well-justified rationale for making an exception under these circumstances, a clear proposal for resolving the problem(s), and a timeline and comprehensive description of actions that will be taken to remedy the situation.

Prior to accepting the hardship appeal, the OIE will review the written appeal and determine if a reasonable relief could be granted and/or whether all other reasonable means have been exhausted prior to requesting the appeal. Appeals to policies that would unequitably or unreasonably affect other students/staff/faculty (past, current, or future), that would provide an undue benefit or advantage over others in an unreasonable manner, that might be viewed as purely situational or providing a temporary change in policy that would not be reasonably offered to others under similar circumstances, or that could lead to questions of the integrity of actions or other institutional artifacts (for example, transcripts, validity of degrees awarded, etc.) would be unlikely to proceed to a panel (a non-exhaustive list of examples might include willful disregard for policies and procedures, neglect or carelessness, appeals that might not live up to the intended spirit of the policy, changes in requirements to graduate, modifying grades simply so a student can graduate, etc.). If reasonable relief is not accepted under the Undue Hardship Appeal process, individuals can escalate their request to the Institutional Grievance Panel. All prior information, including the OIE's justification for the denial of the Undue Hardship Appeal, will be provided to the Institutional Grievance Panel and entered into the official record. The OIE will inform the appellant of the result of the decision and any next steps that the appeal might take.

If the OIE deems that reasonable relief should be considered, following the Institutional Grievance Panel policy, the Office of Institutional Effectiveness will form a Panel to consider the matter. Once the Panel has rendered a decision, the submitter will receive an official communication of that decision from the university. There should be no assumption that undue hardship appeals will be approved; however, in light of the university's mission and values, which include promoting personal growth in addition to academic and professional success, submitters can rest assured that undue hardship appeals will be given due consideration.

A variety of factors will be taken into account, including equity for others in similar situations (past, present, or potential future), previous decisions rendered at the university, the intent of the policy's existing provisions, the impact that a deviation in the policy may have on future situations for other similarly positioned students, and the resources and abilities of the university/individuals to fulfill the request in a reasonable manner, among others.

6.18 Institutional Grievance Panel

From time to time, the institution may need to form an ad hoc Institutional Grievance Panel. This panel is generally formed by the Office of Institutional Effectiveness (OIE), unless otherwise noted by a predefined institutional policy. In instances in which a policy already defines the procedures for formation of a grievance panel or committee, that policy is to be followed.

The OIE serves as an independent office that seeks to understand an issue from all sides, and then provide remediation to the Office of the President, who is the ultimate authority on resolving major issues that arise at the institutional level. To form the Panel, the OIE will choose individuals from diverse units and backgrounds to serve on the Panel. This is intended not only as a potential means of escalation, but also as a way of seeking multiple perspectives and ensuring a fair response to especially serious issues.

Individuals who are not satisfied with the decisions of predefined grievance panels or committees at a lower level (e.g., within a School) can appeal to the OIE for the formation of a higher-level Institutional Grievance Panel. The appeal must contain a justification including, as relevant, a detailed description of any previous decisions rendered on the grievance, especially noting any specific information that was intentionally or unintentionally omitted from the original review and/or additional information that has come to light since the time of the decision from the lower level.

Upon receipt of this written appeal the Office of Institutional Effectiveness will review the justification and determine whether to form an Institutional Grievance Panel. If so, the Institutional Grievance Panel will conduct a full review including the new information, and the Head of the Panel will communicate its decision to the appellant. If not (e.g., if the lower-level decision seems unlikely to have been decided differently in light of the new information), the OIE will communicate this back to the individual who submitted the justification. Once the Panel has rendered a decision, the submitter will receive an official communication of that decision from the university. A variety of factors will be taken into account by the Panel, including the student's existing academic and conduct on record, equity for others in similar situations, previous decisions rendered at the university, the intent of any policy's existing provisions, and the resources and abilities of the university/individuals to fulfill the request in a reasonable manner, among others.

An Institutional Grievance Panel is generally used as a last resort, once all other attempts at a resolution have been exhausted as defined in the Formal Complaint Procedures. The Panel is intended to be the last step before someone goes beyond the institution to seek resolution to a complaint, grievance, or serious concern. By submitting a request for review to the Institutional Grievance Panel, you will make a good faith effort to adhere to the decision(s) rendered by the Panel unless there are examples of egregious actions or gross misconduct on behalf of the Panel. In such cases, individuals are encouraged to appeal directly to the Office of the Present or extend beyond the university if there are any concerns about impartiality.

6.19 Formal Complaint Procedure

Fairfax University of America is committed to providing a positive educational experience for its students. Faculty and staff attempt to create, in all areas, an atmosphere that is conducive to learning. For this reason, the university has established a procedure to address any school-related problems, concerns, or complaints to ensure that student concerns on academic and non-academic matters are constantly monitored, addressed, and resolved to improve the quality of services.

The life cycle of a complaint is made up of varying stages, wherein the first stage encourages resolutions to address and resolve the issue directly with the source/sources of the issue. The goal is to provide a clear and reasoned process that ensures that matters can be resolved as quickly as possible. If matters are unresolved with the individual(s) involved in the issue, it should be escalated to someone who oversees the individual(s).

Certain complaints will receive immediate attention by the Office of Institutional Effectiveness and a formal investigation will be launched, based on the urgency and sensitive nature of a given complaint. This would include, but is not limited, issues of harassment or sexual misconduct, issues that demand immediate attention given then nature of the concern, or other activities and actions that are defined by policies already in existence at the university. In such instances, individuals should go directly to stage 3.

- **Stage 1: Issue Resolution Process:** University staff and faculty maintain an open-door policy, and students, staff, or faculty may express concerns to any administrator; however, in order to resolve the issue in an expeditious manner, they should be dealt with directly to the individual(s) who are directly involved. If the issue involves a department (as opposed to an individual), it should be brought to an appropriate person in that department for timely resolution. It is advisable that all complaints be documented in writing (for example, via an email or other reproducible format).

  If the issue is unresolved with the individual(s) directly involved in the original situation, the issue should be raised to someone immediately above the original individual(s) (for example, a supervisor) in the department. As an example, if a student has a concern about something related to their course, they should consult their instructor directly. If the student is not satisfied with the result, they are permitted to discuss the issue with their Program Chair. If the problem is not resolved at that level, the student should then contact the Executive Dean.
- **Stage 2: Referral to Appropriate Executive:** If a complaint cannot be resolved at the departmental level, the complaint will be escalated to the next highest level. If the complaint is academic in nature, it would be escalated from the faculty to the dean, and eventually the Executive Dean. A complete list of possible escalation is below:

Department Receiving Complaint	Executive Level Escalation
Academic Affairs	Executive Dean of Academic Programs and Administration
Accounting	Chief Financial Officer
Admissions	Chief Student Experience Officer
Alumni Relations	Chief Student Experience Officer
Business & Property Management	Chief Administrative Officer
Career Services	Chief Student Experience Officer
Financial Aid	Chief Financial Officer
Human Resources	Chief Administrative Officer
Information Technology	Chief Administrative Officer
Inquiry & Communications	Chief Student Experience Officer
Institutional Effectiveness	Director, Institutional Effectiveness
International Student Services	Executive Dean of Academic Programs and Administration
Library	Executive Dean of Academic Programs and Administration
Marketing	Chief Student Experience Officer
Media & Public Relations	Chief Student Experience Officer
Quality Assurance & Compliance	Director, Institutional Effectiveness
Registrar	Executive Dean of Academic Programs and Administration
Student Experience	Chief Student Experience Officer
Writing, Media & Research Center	Executive Dean of Academic Programs and Administration

- **Stage 3: Resolution with the Office of Institutional Effectiveness:** Students have various options to file complaints and suggestions for academic and non-academic matters to Office of Institutional Effectiveness. For expeditious investigations to be conducted, it is preferable that all complaints/issues be submitted in a manner that allows investigators to know who submitted the complaint/issue. The Office will actively work to maintain the confidentiality of any individual involved in and/or submitting a complaint. If, however, the complainant wishes to remain anonymous, this is also possible. By remaining anonymous, the submitter should understand that such submissions could result in a more limited resolution and follow-up on the resolution would be unlikely given the nature of anonymous submissions.

  There are several options to choose from in order to file a complaint or suggestion.

  1. Online Submission: Individuals can submit their request via email to oie@fxua.edu.
  2. Anonymous Online Submission: Individuals can submit their request via the online submission form: https://www.fxua.edu/our-university/about-fxua/institutional-effectiveness/suggestion-form/. Unless the submitter provides their name, email, phone number, or other identifiers, the submission will be anonymous.
  3. Anonymous on Campus Submission: Suggestion boxes are placed throughout campus and are checked periodically. Individuals can place formal written submissions in one of the boxes.
  4. In-Person Submissions: Individuals can visit the Office of Institutional Effectiveness throughout the week to meet with an individual to discuss their issue.

  The Office of Institutional Effectiveness staff investigate the complaint, interview the involved parties, find any related resources, and provide the resolution. The complaint/issue is logged and resolutions are devised and discussed with relevant departments.

- **Stage 4: Referral to Office of the President:** If the complaint or grievance may not be resolved at any of the previous stages, a referral may be made directly to the Office of the President for resolution. The President and their support staff take the time to listen, hear any grievances,

receive any previous written reports or evidence on the background of the issue from the Office of Institutional Effectiveness, and attempt to render a fair and agreeable resolution that is in the best interest of the university and the involved parties.

- **Stage 5: Institutional Grievance Panel:** At any time throughout the complaint process, at the written request of the individual, the Institutional Grievance Panel policy can be requested. As is noted in the policy, an Institutional Grievance Panel is generally used as a last resort, and should not be the first attempt at resolving the issue unless under very dire circumstances.
- **Stage 6: Referral to an Outside Organization:** If after following the above stated procedure, the individual feels that their concerns have not been resolved, they may address these concerns in writing to the following organizations:

  State Council for Higher Education for Virginia (SCHEV)
  James Monroe Building,
  101 N. 14th Street,
  Richmond, VA 23219

  Accrediting Council for Independent Colleges and Schools (ACICS)
  1350 Eye Street, NW
  Suite 560
  Washington, DC, 20005

  For **GI Bill**, Veterans Affairs (VA) students: The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov.

FXUA ensures that a student will not be subjected to unfair action as a result of initiating a complaint proceeding.

7 ACADEMIC PROGRAMS

7.1 Academic Program Listing

FXUA currently offers programs of study across the graduate, undergraduate and certificate levels. A breakdown of each program and information related to each is displayed in the table below:

	Program Name	Code	CIP Code^	Total Credit Hours	Program Length*	Credential Awarded
1	BS in Business Administration	BSBA	52.0201	120	48 Months	Bachelor's Degree
2	BS in Computer Science	BSCS	11.0701	120	48 Months	Bachelor's Degree
3	BS in Management Information Systems	BSMIS	52.1201	120	48 Months	Bachelor's Degree
4	Graduate Certificate in Information Systems	GCIS	11.0101	18	12 Months	Graduate Certificate
5	Graduate Certificate in Project Management	GCPM	52.0211	18	12 Months	Graduate Certificate
6	Master of Business Administration	MBA	52.0201	36	24 Months	Master's Degree
7	Master of Public Administration	MPA	44.0401	36	24 Months	Master's Degree
8	MS in Accounting	MSAC	52.0301	36	24 Months	Master's Degree
9	MS in Artificial Intelligence and Machine Learning	MSAIML	11.0102	36	24 Months	Master's Degree
10	MS in Computer Science	MSCS	11.0701	36	24 Months	Master's Degree
11	MS in Data Analytics	MSDA	11.0701	36	24 Months	Master's Degree
12	MS in Information Systems	MSIS	11.0101	36	24 Months	Master's Degree
13	MS in Information Systems Management	MSISM	11.0101	36	24 Months	Master's Degree
14	MS in Information Technology	MSIT	11.0103	36	24 Months	Master of Science
15	MS in International Relations	MSIR	45.0901	36	24 Months	Master's Degree
16	MS in Management Information Systems	MSMIS	52.1201	36	24 Months	Master's Degree
17	MS in Networking and Cybersecurity	MSNCS	11.0701	36	24 Months	Master's Degree
18	MS in Project Management	MSPM	52.0211	36	24 Months	Master's Degree
19	MS in Software Engineering	MSSE	14.0903	36	24 Months	Master's Degree

*Assumes full-time course load
^Classification of Instructional Program (CIP) codes provide a cohesive way of classifying programs based upon fields of study. For information on CIP codes, see: https://nces.ed.gov/ipeds/cipcode

7.2 Undergraduate Degree Programs

FXUA currently offers undergraduate degree programs in the following areas:

1. Bachelor of Science in Business Administration (BSBA)
2. Bachelor of Science in Computer Science (BSCS)
3. Bachelor of Science in Management Information Systems (BSMIS)

7.2.1 Undergraduate Degree Program Requirements

An undergraduate baccalaureate degree can be earned by completing the program minimum course requirements of 120 credit hours. All courses, including the General Education Department (GenEd) courses, are three (3) credit hour courses unless otherwise noted. To qualify for a bachelor's degree, students must meet all credit requirements as described below:

1. Students enrolled in any undergraduate degree program must maintain a Cumulative Grade Point Average (cGPA) of at least 2.0 (C) out of 4.0, and a minimum grade of at least 0.7 (D-) out of 4.0, in all courses to remain in good standing and to graduate.
2. The maximum number of credit hours permitted for the completion of any undergraduate degree program is 180 semester credits.
3. The institution places a limit of no more than 50% (60 semester credit hours) of college credits earned at other accredited institutions can be applied to an FXUA degree when transfer credit is accepted.
4. No degree credit is earned by a student for any grade below 0.7 (D-) out of 4.0, received in an undergraduate-level course. However, any grades lower than 0.7 (D-) out of 4.0, will be calculated in the cGPA.
5. The student must have completed a minimum of 120 semester credit hours. The required distribution of these credit hours is shown under the detailed description of each undergraduate degree program.

7.3 Graduate Degree Programs

FXUA currently offers graduate degree programs and graduate certificate programs from the School of Business, and the School of Computer Information Systems:

1. Master of Business Administration (MBA)
2. Masters of Public Administration (MPA)
3. Master of Science in Accounting (MSAC)
4. Master of Science in Artificial Intelligence and Machine Learning (MSAIML)
5. Master of Science in Computer Science (MSCS)
6. Master of Science in Data Analytics (MSDA)
7. Master of Science in Information Systems (MSIS)
8. Master of Science in Information Systems Management (MSISM)
9. Master of Science in Information Technology (MSIT)
10. Master of Science in International Relations (MSIR)
11. Master of Science in Networking and Cybersecurity (MSNCS)
12. Master of Science in Project Management (MSPM)
13. Master of Science in Software Engineering (MSSE)
14. Graduate Certificate in Information Systems (GCIS)
15. Graduate Certificate in Project Management (GCPM)

7.3.1 Graduate Degree Program Requirements

Graduate degrees are earned by completing a minimum of 36-39 credit hours, or a minimum of 18 credit hours for certificate programs, beyond the prerequisite courses and typically 3 credit hours per course unless otherwise noted. To qualify for a graduate degree, students must meet the requirements below.

1. Students enrolled in the graduate degree program must maintain a Cumulative Grade Point Average (cGPA) of at least 3.0 (B), out of 4.0, and a minimum grade of at least 2.0 (C), out of 4 .0, in all courses to qualify for the degree, to remain in good standing, and to graduate.
2. The Maximum Time Frame (MTF) permitted for the completion of any graduate degree program is 54 semester credit hours for 36 credit hour programs, and 58.5 semester credit hours for 39 credit hour programs. The Maximum Time Frame (MTF) permitted for the completion of any graduate certificate program is 27 semester credit hours for 18 credit hour programs.
3. Only graduate level courses may be applied toward the degree. The institution places a limit of no more than 50% (18 semester credit hours) of college credits earned at other accredited institutions can be applied to an FXUA degree when transfer credit is accepted.
4. No degree credit is earned by a graduate student for any grade below 2.0 (C), out of 4.0, received in a graduate level course. However, any grades lower than 2.0 (C), out of 4.0, will be calculated in the cGPA.
5. Credit earned with undergraduate level courses taken as required prerequisite courses by the graduate student will not be counted towards the total credit requirement for degree completion.

7.4 Common Academic Terminology

Some common terms are used across programs. The following provide some definitions and standardized terms used at the university.

7.4.1 Education Levels

7.4.1.1 Graduate Education

Graduate education includes coursework beyond the bachelor's degree.

FXUA's graduate degree programs provide a high level of professional education beyond the bachelor's degree. They cover a broad range of subjects, thereby qualifying students for diverse career opportunities. For the admission requirements and a list of materials required for admission, refer to the admission requirements for graduate degrees in the Academic Catalog.

7.4.1.1.1 Master's Degrees

A postsecondary degree awarded upon success completion of coursework beyond the bachelor's degree typically equivalent to two-years of full-time collegiate study. Master's degrees can be awarded in the arts (a Master of Arts) or a sciences (Master of Science), as well as within professionally oriented areas (such as a Master of Business Administration, Master of Public Administration, among others). Master's degrees at FXUA generally have between 30-39 credits.

7.4.1.1.2 Graduate Certificate

A graduate certificate, also known as a post-baccalaureate certificate, is coursework taken beyond the bachelor's degree. Generally, graduate certificate programs constitute a minimum of 18 credits taken within a single discipline area.

7.4.1.1.3 Pre-Master's Degrees

Students who have earned their Bachelor's degree with less than 120 undergraduate credit hours can be given conditional admission to select programs, provided they enroll in and successfully complete the remaining credit hours needed to equal 120, by selecting from appropriate undergraduate courses offered at FXUA.

Students must consult their academic advisor before choosing classes. Successful completion of the equivalent of 120 credit hours, will allow students to complete the undergraduate credit requirement and enter the program. While in the "pre-master's" program, the student is designated as such and is considered to be studying at the undergraduate level.

7.4.1.2 Undergraduate Education

Undergraduate education general constitutes coursework done at the postsecondary level (i.e., beyond high school or the equivalent), but less than the graduate level.

7.4.1.1.1 Bachelor's Degrees

A postsecondary degree awarded upon success completion of baccalaureate programs of study generally consisting of four years of full-time collegiate study. Bachelor's degrees can be awarded in the arts (a Bachelor of Arts) or a sciences (Bachelor of Science) in a given discipline. Bachelor's degrees at FXUA generally constitute a minimum of 120 credit hours.

FXUA's undergraduate degree programs provide a high level of professional education. They cover a broad range of subjects, thereby qualifying students for more diverse job opportunities. For the admission requirements and a list of materials required for admission to the undergraduate degree programs, please refer to the Admission section of the Academic Catalog.

7.4.1.1.2 General Education

General education (GenEd) is comprised of courses at the undergraduate level aimed at helping students to be well-rounded. The General Education program at FXUA consists of coursework from six divisions including Communications, the Arts and Humanities, Social Sciences and Cross Cultural Studies, Mathematical Sciences, Natural Sciences, and Languages. General education courses are distinct from areas of concentration or areas of specialization within the student's chosen field of study.

7.4.2 Course Code Designations and Levels

Course codes within the university range from 0001 to 999 as follows:

- XXXX 0001-0099: Non-degree courses
- XXXX 100-499: Undergraduate level courses, classified by academic subject (alternatively division or area) and level of difficulty.
  - 100-400: General Education Courses*
  - 100-299: Lower Division Courses
  - 300-499: Upper Division Courses
- XXXX 500-999: Graduate level courses, classified by academic subject (alternatively division or area) and level of difficulty.

NOTE: General Education courses may contain course numbers up to 400. While General Education courses are intended to be introductory courses, the number differs from the lower/upper division designations when courses are intended to be progressive in nature.

7.4.3 Area of Concentration

An Area of Concentration is considered to be the "major" for the student. The Area of Concentration is a focused area of study for students aimed at developing mastery of content in the field of study/discipline. Students gain depth and breadth in the content area through the Area of Concentration.

7.4.4 Area of Specialization

An Area of Specialization includes coursework aimed at developing specialized knowledge in a subfield within the discipline. The Area of Specialization provides students with expertise in the discipline in-depth. FXUA defines an area of specialization as requiring a minimum of 18 credit hours as the undergraduate level, and 12 credits at the graduate level.

7.4.5 Master's Thesis

A master's thesis is a culminating, personalized and distinguishing mark on a Graduate Degree from the university. The Thesis is a well-planned, rigorously researched, and professionally written piece of scholarly work, that constitutes an original contribution to the discipline and represents a significant step in a student's independent scholarship. Throughout the process, students work closely with a mentor who provides guidance and helps to ensure that students are on-track for completion of their thesis, but also that the product will meet the expectations and standards of research in the field and will be of publishable quality.

While not all programs require a thesis for completion of the degree, those students in programs that do require a thesis must submit a fully developed thesis prior to the conferral of the degree. The burden of responsibility is on the student to complete all requirements of the thesis, including those pertaining to the formatting, caliber of the content, procedures, and deadlines, as outlined in the Thesis Guidelines.

7.4.6 Professional Internships

Depending upon field-specific criteria, programs generally refer to these hands-on opportunities as an internship or a practicum. Because some professions refer to an in-field experience as a "practicum" (generally in education programs primarily focused on teaching), while others use "internship" (generally for programs in which the internship would be considered direct work experience), the determination of what to call an in-field experience is dependent upon the curriculum as determined by the faculty. While there may be curricular differences between these two terms as defined by the Schools, FXUA views these as the same for administrative purposes.

7.4.7 Microcredentials

At FXUA, microcredentials can fall along multiple possible options including:

- Standalone, non-credit mini-courses (including synchronous online instruction; asynchronous/self-paced courses; or in-person or hybrid models)
- Embedded within an existing course (for which student may be awarded course credit for completion of the MC including a grade for completion)
- Completion of a certification exam at a recognized professional provider/organization

7.4.8 Transformative Learning and Leadership in Practice (TLLP)

FXUA's values of character, community, development, stewardship, and peace are at the heart of the curriculum. These values are especially represented in FXUA's General Education and bachelor's program content in the Transformative Learning and Leadership in Practice (TLLP) Courses. These courses offer students a formative experience where learners expand their ability to be a positive changemaker in the world.

8 GENERAL EDUCATION

8.1 General Education Mission

The mission of General Education at Fairfax University of America is to prepare students to obtain the necessary skill set to be well prepared for their academic programs; shape their world view as an individual; foster engagement and motivated creativity; and to simply be able to contribute to the society as an accomplished human being.

8.1.1 General Education Completion Policy

FXUA recognizes the importance of general education as an integral part of a well-rounded baccalaureate degree. General Education is intended to provide an educational foundation of skills and content that will help students to meet educational and institutional learning outcomes and be successful in their academic pursuit as well as beyond graduation, as well as providing a solid foundation for students to serve as leaders and positive social changemakers desperately needed in the world today.

8.1.2 Completion of General Education Requirements

In the interest of providing an enriched academic classroom experience for undergraduate students, FXUA has set forth the following regulations on the completion of the General Education component of the bachelor's degree programs.

General Education courses comprise a total of 42 credit hours of any bachelor's degree at Fairfax University of America. General Education provides a clear foundation for all of the courses that a student will take throughout the academic program of study and beyond. In the interest of promoting an environment that engenders the intellectual curiosity, critical thinking, and creativity required of well-rounded students, FXUA requires that all students complete the majority of their general education requirement by the time that they reach the completion of 76 semester credit hours of study.

If for extenuating circumstances, a student has not met the majority of their general education requirements by the time they complete their 76th credit, they will be required to work with their academic advisor to create a General Education Completion Plan. The plan outlines the steps that the student will be required to take to complete their general education requirements in a clear and expeditious manner. Upon approval by the student and academic advisor, the plan would be submitted to the General Education Department for final approval. The head of the General Education department will then submit the finalized form to the registrar before the end of the add/drop period in the semester following the completion of the 76th credit.

The plan will be monitored on a semesterly basis until such time that the plan has been fulfilled and all general education requirements have been met. If the plan is put into place and not followed by the student, further disciplinary action may be taken, including an Academic Warning.

8.2 General Education Divisional Outcomes

Arts and Humanities Division

1. Define and express an appreciation of the essential elements of the arts as they relate to societal and cultural values.
2. Express sensitivity and tolerance of cultural differences.
3. Understand differing worldviews in order to be literate in concepts that are behind one's behavior, traditions, daily preferences, and values.

Communications Division

1. Express oneself clearly both orally and in writing in a respectful and academic manner.
2. Develop critical and reflective reading and inquiry skills to synthesize, analyze, and evaluate.
3. Conduct research and organize material effectively.

Mathematical Sciences Division

1. Apply problem solving skills and pattern intelligence skills.
2. Develop analytical reasoning to solve problems.

Natural Sciences Division

1. Apply problem-solving skills and utilize the scientific method.
2. Recognize natural systems and processes in relation to the surrounding world.

Social Sciences and Cross-Cultural Studies Division

1. Interpret human behavior and develop skills to successfully interact with individuals at all levels of society.
2. Critically analyze the organization of society and the role of individuals and groups in the larger society.
3. Demonstrate a basic knowledge of ethical norms to exercise independent judgment and ethical decision-making.

Transformative Learning and Leadership in Practice Division

1. Apply FXUA's values of character, community, development, stewardship, and peace in all aspects of daily life.
2. Critically analyze one's identity and worldview through self-observation and assessment.
3. Demonstrate practices of lifelong learning and conscious being in real-life applications.
4. Define worldviews and values, as well as demonstrate practices, aligned with being a global citizen.
5. Develop one's capabilities for self-fulfillment and social performance throughout career and life.

8.2.1 General Education Requirements

The General Education requirements include the completion of 42 credits (14 courses). Undergraduate students are required to meet the General Education Department requirements consisting of courses across the following divisions: Arts and Humanities (9 credits), Communications (6 credits), Mathematical Sciences (3 credits), Natural Sciences (6 credits), Social Sciences and Cross-Cultural Studies (9 credits), and Transformative Learning and Leadership in Practice (9 credits).

Students can choose among courses within a Division unless otherwise noted by their academic program of study or School. Students should choose courses in consultation with their academic advisor who will provide suggestions for courses most relevant to the student's academic discipline.

Area	Number of Courses	Credits
Arts and Humanities	3	9
Communications	2	6
Mathematical Sciences	1	3
Natural Sciences	2	6
Social Sciences and Cross-Cultural Studies	3	9
Transformative Learning and Leadership in Practice	3	9
Total	**14**	**42**

8.2.2 Distribution of Courses

Arts and Humanities Division (3 Courses - 9 Credit Hours)

Code	Course Title	Microcredentials	Prerequisites	Credits
HUMN 101	Introduction to the Arts and Humanities	*N/A*	None	3
HUMN 105*	Principles of Learning	PR	None	3
HUMN 125*	Foundations of Adult Development	PR, GC, DMPS	None	3
PHIL 102	Philosophy, Living, and Being	*N/A*	None	3
RLGN 111	World Religions	*N/A*	None	3

Communications Division (2 Courses - 6 Credit Hours)

Code	Course Title	Microcredentials	Prerequisites	Credits
COMM 111	Oral Communication	*N/A*	None	3
ENGL 120	Academic Writing	*N/A*	None	3

Mathematical Sciences Division (1 Course - 3 Credit Hours)

Code	Course Title	Microcredentials	Prerequisites	Credits
MATH 160	Precalculus	*N/A*	None	3
MATH 165	Calculus I	*N/A*	None	3

Natural Sciences Division (2 Courses - 6 Credit Hours)

Code	Course Title	Microcredentials	Prerequisites	Credits
BIOL 102	Introduction to Biology	*N/A*	None	3
CHEM 101	General Chemistry	*N/A*	None	3
GEOL 101	Introduction to Geology	*N/A*	None	3
PHYS 102	Introduction to Physics	*N/A*	None	3

Social Sciences and Cross-Cultural Studies Division (3 Courses - 9 Credit Hours)

Code	Course Title	Microcredentials	Prerequisites	Credits
GOVT 121	World Governments	*N/A*	None	3
GOVT 130	American Society and Politics	*N/A*	None	3
GEOG 101	World Geography	*N/A*	None	3
HIST 101	World History	*N/A*	None	3
INCS 300*	Principles of Global Citizenship	GC	None	3
INCS 325*	Practices of Global Citizenship	GC, SP	None	3
SOCI 101	Sociology	*N/A*	None	3
PSYC 101	Psychology	*N/A*	None	3

Transformative Learning and Leadership in Practice Division (3 Courses - 9 Credits)

Code	Course Title	Microcredentials	Prerequisites	Credits
HUMN 150	Practices of Learning	DMPS	None	3
HUMN 200	Designing Your Life	PR	None	3
TLLP 400	Models of Thinking	DMPS	None	3

*Indicates a required course. This course continues the “Learning to Learn, Learning to Be” approach taken in our Transformative Learning and Leadership in Practice (TLLP) curriculum.

NOTE: For students starting programs prior to Fall 2021, please refer to your original Academic Catalog for the General Education distribution requirements.

8.3 English Language for Academic Communication Program

The English Language for Academic Communication (ELAC) Program provides quality intensive English language instruction for students whose native language is not English. The program focuses on helping students develop sufficient language proficiency and skills for successful study at an American university or college.

8.3.1 ELAC Learning Outcomes

The outcomes are interwoven throughout all courses within the program. Students are expected to make progress toward achieving these outcomes throughout their studies within the program. The learning outcomes are intended to help the learner to attain their desired level of English language proficiency skills for future academic success by allowing them to:

1. Apply language skills to various academic communicative situations and audiences
2. Produce a variety of written academic work with clear arguments and well-organized ideas following academic formats
3. Use strategies to read academic and everyday texts with purpose
4. Communicate in English clearly and effectively

8.3.2 ELAC Program Mission

The mission of the program aligns with the mission and philosophy of the university by empowering itsstudent population with the linguistic, academic, and intercultural communication skills necessary to become leaders in the global community.

8.3.3 ELAC Program Admissions Requirements

Admission to the Intensive English Program requires a placement test in order to adequately place students into the program's curriculum based upon a student's holistic English language needs.

8.3.4 Initial ELAC Program Placement

All new students must demonstrate their current level of English proficiency by taking the English language proficiency test. This assessment includes computer-based subtests of grammar, vocabulary, reading skills, and an essay writing task. Results determine student placement within the program.

Students are placed at a level that is consistent with their individual language proficiency. Because every learner is different, a comprehensive review of a student's overall proficiency is taken into account when being placed into the program. Factors including a student's general proficiency level (i.e., an overall score on the placement exam), as well as more holistic factors like how varied the student's proficiencies are across skill sets are taken into account. As an example, a student who has a very low reading score (at a beginner level), but very high scores (at an intermediate level) on all other sections may place overall in an intermediate level based upon their total raw score. However, since reading is a critical skill in college and university classes, a more holistic view of the student's proficiency would be used to determine what level the student should be placed at. The hypothetical student above may be placed into a low-intermediate level so that their skills in reading can improve enough to the level required for success. For this reason, raw scores, while useful, only provide limited insights into an actual student's individual needs. Therefore, in placing student, both the overall raw scoring, as well as a more holistic view of a student's skills are takenin account for placement.

At the time of registration, a student will be provided with a holistic report showing their scores on the placement exam aligned to the levels in the program. This report will include a description of what a student can do at the scores that the student has achieved, which also correspond to the level in which the studentis placed. At the time of registration, students are permitted to ask questions about their proficiency with the Dean of the School of Language Studies.

In the case of multiple test results prior to beginning the program, the highest overall score will be used to determine placement. All placement tests are at the expense of the student applicant and are valid for no more than six months.

8.3.5 Appealing Level Placement

Students may appeal their initial placement by completing a "Level Change Request Form" after attending at least two full class days. The Level Change Request Form is available on the School of Language Studies bulletin board or can be obtained from the Dean. Forms must be submitted to the Dean by day four of the term, and all decisions regarding level changes will be made prior to the end of the add/drop period. After the add/drop period has ended, no level changes will be authorized.

Any potential level changes will be made in consultation with the teacher(s), the student, and administrators. Factors used to determine if a level change will be approved include, but are not limited to review of the initial placement test scores, progress in class

Students do not have the option of taking the placement test during their time in the program as a way of skipping a level or levels.

8.3.6 ELAC Program Advancement

ELAC courses are non-credit-bearing courses. All ELAC courses are graded on a pass/fail basis. An average score of 75.00% and maintaining visa compliance are required to pass an ELAC class.

Students who pass all of their ELAC core courses within a level from Low Beginner to High Intermediate (Levels 0200-0700) are eligible to advance to the next level. Students at the 0800 or 0900 level must take the core course that corresponds with their level-placement and can take electives among any course offered as an elective at the courses numbered 0800-0999. Advancement from 0800 to 0900 requires completion of all core and elective courses at the Advanced level in order to advance to the High Advancedlevel (Level 0800).

Note that the entire level must be completed prior to advancement to the next level.

Students do not have the option of taking the placement test during their time in the program as a way of skipping a level. If students wish to appeal their initial placement or level, they must submit a "Level Change Request Form."

Students on an F-1 visa should consult the DSO for details regarding any changes in enrollment and/or matriculation to Degree Track programs.

8.3.7 ELAC Program Completion

Students can "complete" after successful completion of any level, or they can "graduate" from the programat the completion of the 0800 or 0900 levels. The entire level must be completed, and the student must pass in order to be eligible for completion or graduation.

For students completing their program, there are two options: 1) a student who wishes to leave the program prior to the completion of level 0800 (i.e., leaving at the completion of levels 0200 through 0700) may do so as a **level completer**, 2) students who complete level 0800 or 0900 may do so as a **program graduate**.

- **Program Graduate**: Successful completion of a minimum of 140 contact hours in level 0800 and completion of the exit test. Students must earn an aggregated 90% overall score if graduating at the 0800 level, or 95% overall if graduating at the 0900 level in order to be considered a program graduate. Program graduates will receive an *ELAC Diploma*, indicating that they have completed the highest level in the program. The ELAC Diploma serves as evidence of sufficient English proficiency for admission to FXUA degree programs.
- **Level Completer**: Successful completion of a minimum of 140 contact hours in a level between 0200 through 0700 and completion of the exit test. Partial level completions (for example, only taking one core course in a level) do not count toward level completion; in such instances, the highest completed level would be used for level completion. Level completers will receive a *Certificate of Completion* showing the highest level completed in the program.

Students who are completing the program as a Program Graduate or a Level Completer, must complete an *ELAC Completion Form* and take the exit examination before completing the program. The intensive English program diploma (for program graduates) can serve as evidence of sufficient English proficiency for admission to FXUA's degree programs unless otherwise noted.

8.3.8 ELAC Program Length

If a student enters the program at ELAC 0200, that student can expect the complete SLS program of studyin 16 months without failing any level and remaining full-time. Students are allowed to take each level from 0200–0700 three times, and 0800-0900 a maximum of two times. Therefore, it potentially stands that a student would require 46 months to complete the program if they required course repeats, including breaks.

8.3.9 ELAC Grading System

For ELAC courses, the grade of "S" is a passing grade and the grade of "U" is a failing grade. The grade of"I" (Incomplete) is given to a student whose work has been of passing quality but who has, for compelling reasons, been unable to complete all of his or her required coursework by the end of the semester.

The quality of performance in any academic course is reported by a letter grade. These grades denote the character of work and are assigned grade points as follows:

S	75.00-100	Pass
U	0–74.99	Fail

A minimum score of 75% is required to pass this course.

Assignment grades and course grades are directly related to a student's GPA/overall achievement and are reflective of the kind and quality of work that a student does for the course; therefore, grades are not rounded up or down for assignments or for the course as a whole.

8.3.10 Attendance Policy for ELAC Students

Absences for ELAC Students

ELAC students should strive to maintain satisfactory attendance and should miss class only when it is absolutely necessary. Instances in which personal circumstances sometimes keep students from attendingall classes, it is the student's responsibility to notify the course instructor prior to missing class. In cases where advance notification is not feasible (e.g., accident or emergency), the student must provide notification as soon as possible after the absence. This notification should include an explanation of why anotice could not be sent prior to the class.

Lateness in ELAC Classes

All students are expected to be in class on time and remain for the entire class period. Late attendance is disruptive to both the instructor and students. Students are recorded as being present, late, or absent.

ELAC Students on an F-1 Visa

In addition to the university's attendance policies, F-1 students have additional requirements that they must follow with respect to Federal regulation, which may include maintaining satisfactory attendance each term/semester. Students who do not maintain the minimum required attendance risk having their I-20s cancelled, leading to a loss of visa status; thus, failure to maintain satisfactory may result in loss of status. F-1 visa students must continue attending classes to maintain their visa status even if they have missed more than the permitted number of classes and will receive a failing grade. F-1 students who are having difficulty maintaining attendance are urged to meet with their advisor, the School head and/or the DSO of International Students Services as soon as possible to avoid loss of visa status.

8.3.11 Expected Proficiency Level

The ELAC program has aligned its curriculum to the CEFR (Common European Framework of Reference for Languages). The CEFR offers us the ability to talk about language proficiency within a framework that is used globally. While the CEFR is most commonly used in Europe, many other countries, universities, and programs align their curriculum to the CEFR. In many parts of the world, if you were to tell someone that your English is a "B2", they would understand exactly what that means! (More on what a B2 is below –keep reading!)

The CEFR offers a scale that includes levels and detailed descriptors about each level. Language proficiency ranges from A1, A2, B1, B2, C1, and C2. The European Council says that an A-level (A1 or A2)proficiency is a "basic user" level; B-level (B1 or B2) is an "independent user"; and C-level (C1 or C2) is a "proficient user"

(Council of Europe, 2019). For reference, someone who knows just a few words or expressions in another language might be an A1, while many students who will study in college or universitywould be expected to be at a C1 or C2.

Below is a table that shows how our courses correspond to the CEFR scale:

ELAC Course	Proficiency Scale	CEFR Scale
0200	Low Beginner	A1
0300	Beginner	A1+
0400	Elementary	A2
0500	Low Intermediate	A2+
0600	Intermediate	B1
0700	High Intermediate	B1+
0800	Advanced	B2
0900	High Advanced	B2+
Degree program	Degree	C1

Upon completion of level 800, students would be at a B2+; at level 0900, students would be at a C1.

The ELAC/SLS achievement scale here: https://www.fxua.edu/docs/Course-Assessment-by-CEFR-SLO-SAS.pdf

8.3.12 Program Structure and Courses

The program offers instruction across eight levels of proficiency: Low Beginner (0200), Beginner (0300), Elementary (0400), Low Intermediate (0500), Intermediate (0600), High Intermediate (0700), Advanced (0800), and High Advanced (0900). Each level can be completed in one, 7-week term of full-time study. The overall length of the program depends on the initial placement level and on how quickly the student progresses from one level to another. Each level includes a minimum of 140 academic hours of classroom instruction per level/term.

Each term is 7 weeks long and full-time students receive 20 hours of classroom instruction per week. Students in levels 0200–0700 will take two core classes (10 hours/week for each class): Speaking, Listening& Pronunciation; and Reading, Writing & Grammar. Students in the Advanced (0800) and High Advanced (0900) levels take one core class and are able to choose from elective classes, which either meet for 5 hours/week or 10 hours/week.

Level	Proficiency	Hours	Structure
Level 0200	Low Beginner	140 contact hours	2 core classes
Level 0300	Beginner	140 contact hours	2 core classes
Level 0400	Elementary	140 contact hours	2 core classes
Level 0500	Low Intermediate	140 contact hours	2 core classes
Level 0600	Intermediate	140 contact hours	2 core classes
Level 0700	High Intermediate	140 contact hours	2 core classes
Level 0800	Advanced	140 contact hours	ELAC 0806 and 1-2 electives
Level 0900	High Advanced	140 contact hours	ELAC 0906 and 1-2 electives

ELAC CORE Courses

Courses numbered 0200-0299 are open to Low Beginner students; 0300-0399 are open to Beginner students; 0400-0499 are open to Elementary students; 0500-0599 are open to Low Intermediate students; courses numbered 0600-0699 are open to Intermediate students; courses numbered 0700-0799 are opento High Intermediate students; courses numbered 0800-0999 are open to Advanced or High Advanced students.

Course Code	Course Name	Term Hours
ELAC 0230	Low Beginner Speaking, Listening & Pronunciation	70
ELAC 0235	Low Beginner Reading, Writing & Grammar	70

ELAC 0330	Beginner Speaking, Listening & Pronunciation	70
ELAC 0335	Beginner Reading, Writing & Grammar	70
ELAC 0430	Elementary Speaking, Listening & Pronunciation	70
ELAC 0435	Elementary Reading, Writing & Grammar	70
ELAC 0530	Low Intermediate Speaking, Listening & Pronunciation	70
ELAC 0535	Low Intermediate Reading, Writing & Grammar	70
ELAC 0630	Intermediate Speaking, Listening & Pronunciation	70
ELAC 0635	Intermediate Reading, Writing & Grammar	70
ELAC 0730	High Intermediate Speaking, Listening & Pronunciation	70
ELAC 0735	High Intermediate Reading, Writing & Grammar	70
ELAC 0806	Advanced Writing for Academic Purposes	70
ELAC 08XX	Advanced Elective	70
ELAC 0906	High Advanced Academic Writing for Graduate Coursework	70
ELAC 09XX	High Advanced Elective	70

ELAC Elective Courses

Elective Courses appeal to a broad range of interests. Not every course is offered every term.

Course Code	Course Name	Term Hours
ELAC 0802	North American Standard English Phonetics	35
ELAC 0803	Public Speaking Skills	35
ELAC 0804	Presentation Skills	35
ELAC 0805	Personal Branding	35
ELAC 0810	Grammar Workshop & Editing	35
ELAC 0811	Academic Listening Skills	35
ELAC 0812	Critical Reading for Academic Purposes	35
ELAC 0813	English Through Popular American Literature	35
ELAC 0815	English Through Service Learning	35
ELAC 0817	Critical Thinking Through News Around the World	35
ELAC 0820	TOEFL Academic Listening	70
ELAC 0821	TOEFL Speaking	70
ELAC 0822	TOEFL Academic Reading	70
ELAC 0823	TOEFL Writing	70
ELAC 0827	Debate and Analysis Through American Media	35
ELAC 0840	English for Business Professionals	35
ELAC 0850	IELTS Preparation	70
ELAC 0998	Intercultural Communication in College and University	35
ELAC 0999	Succeeding as an International Student	35

Please refer to the Course Descriptions section in the Academic Catalog for course descriptions.

9 SCHOOL OF BUSINESS

9.1 School of Business Mission Statement

The mission of the School of Business is to provide a diverse body of students with the ability to succeed in a global business environment. Through our faculty, the School of Business is committed to helping students to respect, value, and appreciate the wealth of diversity common to the international business community.

9.2 School of Business Learning Outcomes

To achieve the mission of the School, all graduates are expected to achieve the following learning outcomes:

1. Integrate knowledge of business concepts, functions and methodologies to achieve successful business decisions.
2. Recognize and incorporate cultural diversity and promote collaborative enterprise in business decisions.
3. Apply managerial decision making through utilization of best practices in business.
4. Determine the role of leadership in high performing organizations and business entities.

9.3 Bachelor of Science in Business Administration

9.3.1 BSBA Program Mission

In support of the university's mission, the Bachelor of Science in Business Administration (BSBA) program prepares qualified students for leadership positions in the global marketplace. Future leaders will need to balance the goals of economic success with the constraints of greater social and environmental responsibility. Students learn to integrate changing human and information resources with continually developing technology, while nurturing the entrepreneurial spirit that has always been one of the key characteristics to successful businesses.

9.3.2 BSBA Program Outcomes

The Business Administration degree has four specializations: (a) Business Analytics, (b) Social Innovation and Sustainable Business, and (c) Organizational Development and Human Resources, and (d) Business Optimization.

Specifically, BSBA graduates will be able to:

1. Demonstrate effective leadership skills in order to make a positive social impact.
2. Describe the major concepts of the global economy, finance, and accounting and their implications for business decision-making.
3. Analyze business issues using data-driven, evidence-based approaches to solve complex problems.
4. Demonstrate effective communication skills to communicate and disseminate information across diverse sets of stakeholders.
5. Demonstrate ethical business practices in ambiguous or unfamiliar circumstances.

Business Analytics Outcomes

6A. Use business analytics to develop models using complex data sets.
7A. Implement business analytics results to find solutions to complex business problems.

Social Innovation and Sustainable Business Outcomes

6B. Develop sustainable models for organizations that leverage the ethical, organizational, and communal needs.
7B. Implement innovative strategies for helping organizations to thrive in uncertain environments.

Organizational Development and Human Resources Outcomes

6C. analyze principles of management, organizational behavior, operations management, strategy and policy, international management and entrepreneurship.

7C. Implement innovative organizational development strategies to help organizations to transform and sustain their long-term development.

Business Optimization Outcomes

6D. Develop and implement plans for organizations to redefine and strategize for lean operations, asset maximizations, quality control, cost minimization, and building institutional efficiencies.
7D. Leverage organizational behavior to manage change and limit risks.

9.3.3 Career Paths for Graduates

Students graduating from the BSBA program should be prepared to provide leadership a variety of business settings. The BSBA Program develops the foundation for continuing education and growth in all fields of business and administration. Graduates of the BSBA Program can anticipate jobs in the following types of careers at the entry-level, experienced, and management levels:

- Small Business Owner
    - Management Consultant/Analyst
    - Business Development Officer
    - Business Manager
    - Business Analyst
    - Data Analyst
    - Risk Analyst
    - Market Analyst
    - Human Resource Manager
    - Sustainable Development Officer
    - Financial Officer
    - Financial Advisor
    - Marketing Coordinators
    - Operations Manager
    - Assistant Project Manager

9.3.4 Program Structure

Area	Number of Courses	Credits
General Education Department Courses	14	42
Fundamental Courses	21	60
Specialization	6	18
Total	**41**	**120**

9.3.5 Graduation Requirements

Each student is required to submit a project in their final year of study, which includes a portfolio of work that they have completed throughout their time. Students are required to provide a portfolio including the following elements: Part I: Career Preparation, Part II: Senior Project, and Part III: Demonstration of professionally recognized abilities via certifications and microcredentials.

9.3.5.1 Career Preparation

Students are required to submit a resume/CV, lists of professional references, and a professional development plan.

9.3.5.2 Senior Consulting Project

Students complete a project that represents significant work related to the degree and specialization. The exact project is determined in concert with the professor for the course

9.3.5.3 Demonstration of Professional Recognized Abilities

- Certifications: Certifications are designed to objectively validate a professional's specialized competency in targeted areas related to the degree. Certifications can be obtained through education or hands-on experience, in addition to an assessment of a specific set of knowledge skills. Students

will be able to obtain number of well-known industrial certificate that helps them compete in the job market. The program structure provides suggested periods in which students could sit for an exam, which generally correspond to the completion of a course or courses related to the content area covered on the certification examination.

- Microcredentials: Micro-credentialing is a way to demonstrate that a person has skills or knowledge of a particular domain of information and/or knowledge. This can be achieved from online education, classroom education, or hybrid model of both. Throughout the program, students can earn credentials by following a prescribed path, or by taking additional coursework beyond their degree.

9.3.6 Associated Microcredentials

The following microcredentials are offered as part of the program:

- Business Development (BD)
- Business Leadership (BL)
- Change and Business Leadership (C&BL)
- Data Visualization with Tableau (DVT)
- Ethical Leadership
- Globalization, Economic Growth, and Sustainability (GE&S)
- Lean Six Sigma (LSS)
- Marketing and Sales Foundations (M&S Foundations)
- Market Positioning and Sales (MP&S)
- Sustainable Business Change Agent (SBCA)
- Value Chain Management (VCM)

9.3.7 Internship Opportunities

Students are eligible to take optional externship courses after successfully completing 90 credits. This enables our students to gain hands-on experience to supplement their classroom learning.

9.3.8 Bachelor of Science in Business Administration Required Courses

Fundamental Courses (21 courses – 60 Credit Hours)

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certification		
ACCT 101	Principles of Accounting	*N/A*	*N/A*	*None*	3
ACCT 305	Accounting Information Systems	*N/A*	*N/A*	*ACCT 101*	3
BUSS 110	Introduction to Business	M&S Foundations; MP	*N/A*	*None*	3
BUSS 120	Principles of Management	*N/A*	Certified Manager	*None*	3
BUSS 130	Principles of Marketing	M&S Foundations; MP	*N/A*	*None*	3
BUSS 155	Seminar I	*N/A*	*N/A*	*None*	1
BUSS 200	Legal Aspect of Business	*N/A*	*N/A*	*None*	3
BUSS 220	Business Ethics and Corporate Social Responsibility	*N/A*	*N/A*	*None*	3
BUSS 242	Principles of Finance	*N/A*	*N/A*	*ECON 101 and ACCT 101*	3
BUSS 280	Introduction to Statistics	*N/A*	*N/A*	*None*	3
BUSS 290	Introduction to Business Analytics	*N/A*	*N/A*	*BUSS 280*	3
BUSS 300	Organizational Theory & HR Management	*N/A*	Certified Manager	*None*	3
BUSS 328	Foundations of Data and Information Management	*N/A*	*N/A*	*BUSS 290*	3
BUSS 390	Seminar II	*N/A*	*N/A*	*BUSS 155*	1

BUSS 450	Research and Analytics Skills	*N/A*	*N/A*	*None*	3
BUSS 490	Consulting Project and Seminar	*N/A*	*N/A*	*BUSS 390*	4
ECON 101	Principles of Microeconomics	*N/A*	*N/A*	*None*	3
ECON 102	Principles of Macroeconomics	*N/A*	*N/A*	*None*	3
TLLP 250	Designing Your Career	CAR, SP	*N/A*	*None*	3
TLLP 275	Practices of Social Impact	CAR, SP	*N/A*	*None*	3
TLLP 425	Practices of Career Planning and Leadership	CAR	*N/A*	*None*	3

Specialization Courses: (6 Courses – 18 Credit Hours)

Business Analytics Specialization: (6 Courses – 18 Credit Hours)

Business analytics leverages data, statistics, and technology to analyze complex business problems to provide descriptive and predictive solutions that complement the business decision-making process.

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certification		
BUSS 338*	Business Data Visualization	DVT	*N/A*	*BUSS 290*	3
BUSS 351	Business Development	MP; BD	*N/A*	*BUSS 110*	3
BUSS 362	Business Consulting	BD	Certified Business Consulting	*BUSS 110*	3
BUSS 364	Negotiation Essentials	BD	*N/A*	*None*	3
BUSS 400*	Business Decisions and Modeling	DVT	*N/A*	*BUSS 350*	3
BUSS 440*	Business Intelligence and Predictive Analysis	DVT, BL	*N/A*	*None*	3
BUSS 445/539^	Human Resource Analytics	*N/A*	*N/A*	*None*	3
BUSS 448/558^	Marketing Analytics	M&S: MPS	*N/A*	*None*	3
BUSS 478/578^	Business Risk Analysis and Optimization	DVT	*N/A*	*None*	3
BUSS 479*	Data Prediction and Business Optimization	DVT	*N/A*	*None*	3
BUSS 487/587^	Contemporary Issues in Applying Business Analytics	*N/A*	*N/A*	*None*	3
BUSS 488	Internship in Business Analytics	*N/A*	*N/A*	*None*	3

*Indicates required course.

^Can be taken for graduate course credit.

NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

Social Innovation and Sustainable Business Specialization: (6 Courses – 18 Credit Hours)

Social Innovation and Sustainable Business concentration is interdisciplinary in nature which is integrating social and environmental sciences and innovation to achieve a sustainable business practices of long-term profitability, healthy environment and developed human/community.

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certifications		
BUSS 351*	Business Development	MS: Foundations; BD	*N/A*	*BUSS 110*	3
BUSS 362	Business Consulting	BD	Certified Business Consulting	*BUSS 110*	3
BUSS 364	Negotiation Essentials	BD	*N/A*	*None*	3
BUSS 371*	Sustainable Business Innovation and Management	SBCA	*N/A*	*None*	3
BUSS 376*	Social Capital Innovations	SBCA	*N/A*	*None*	3
BUSS 380	Environmental Ethics and Compliance	SBCA	*N/A*	*None*	3
BUSS 381*	Environmental Politics and Policy	GE&S	*N/A*	*None*	3

BUSS 383	Sustainable Energy Systems	SBCA	*N/A*	*None*	3
BUSS 387	Policy Making in a Global Context	GE&S	*N/A*	*None*	3
BUSS 388	International Economics and Politics	GE&S	*N/A*	*None*	3
BUSS 451/550^	Development and Globalization	GE&S	*N/A*	*None*	3
BUSS 453/553^	Economics of Development	GE&S	*N/A*	*None*	3
BUSS 457/557^	International Perspectives in Substantiable Business	*N/A*	*N/A*	*None*	3
BUSS 459	Internship in Sustainable Business	*N/A*	*N/A*	*None*	3
BUSS 461/560^	Sustainable Business Metrics and Reporting	SBCA	*N/A*	*None*	3
BUSS 463/563^	Contemporary Issues in Sustainable Business	SBCA	*N/A*	*Minimum of 90 credits*	3

*Indicates required course.

^Can be taken for graduate course credit.

NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

Organizational Development and Human Resources Specialization: (6 Courses – 18 Credit Hours)

This specialization develops skillful students in effective utilization of human resource and organization resources; build competency of managers in understanding human and organizational behaviors in identifying, acquiring, developing and rewarding high performing and productive employees.

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certifications		
BUSS 306	Communities of Practice	*N/A*	*N/A*	*None*	3
BUSS 333*	Managing Behavior and Organizations	C&BL; BL; EL	*N/A*	*None*	3
BUSS 342*	Human Resource Management	C&BL; BL	*N/A*	*None*	3
BUSS 349	Internship in Organizational Development	*N/A*	*N/A*	*None*	3
BUSS 351	Business Development	M&S Foundations; BD	*N/A*	*BUSS 110*	3
BUSS 362	Business Consulting	BD	Certified Business Consulting	*BUSS 110*	3
BUSS 364	Negotiation Essentials	BD	*N/A*	*None*	3
BUSS 373*	Change Management and Leadership	C&BL	*N/A*	*None*	3
BUSS 379	Learning Organizations	BL	*N/A*	*None*	3
BUSS 431	Leading Organizations with Positive Psychology	BL	*N/A*	*None*	3
BUSS 432/532^	Organizational Performance Measure	*N/A*	*N/A*	*None*	3
BUSS 435/535^	Management and Ethical Leadership	EL	*N/A*	*None*	3
BUSS 437/537^	Talent Acquisition and Development	*N/A*	*N/A*	*None*	3
BUSS 439	Managing in a Digital World	*N/A*	*N/A*	*None*	3
BUSS 449/544^	Contemporary Issues in Organizational Development	*N/A*	*N/A*	*Minimum of 90 credits*	3
BUSS 447/547^	Legal and Regulatory Environment of Business	EL	*N/A*	*None*	3

*Indicates required course.

^Can be taken for graduate course credit.

NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory,

their intended consulting project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

Business Optimization Specialization: (6 Courses – 18 Credit Hours)
Project management concerns the use of strategies and practices that streamline operations. This requires further development of critical thinking skills and knowledge of existing and emerging practices in order to help individuals to provide creativity and innovation to their organizations.

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certifications		
BUSS 306	Communities of Practice	*N/A*	*N/A*	*None*	3
BUSS 320*	Introduction to Project Management	*N/A*	*N/A*	*None*	3
BUSS 325	Project Management Systems	*N/A*	*N/A*	*None*	3
BUSS 327	Leading Project Management Operations	VCM	*N/A*	*None*	3
BUSS 329	Organizational Behavior	*N/A*	*N/A*	*None*	3
BUSS 351*	Business Development	M&S Foundations; BD	*N/A*	*None*	3
BUSS 362	Business Consulting	BD	Certified Business Consulting	*None*	3
BUSS 364	Negotiation Essentials	BD	*N/A*	*None*	3
BUSS 370*	Business Change Management	BL	*N/A*	*None*	3
BUSS 378	Asset Management and Optimization	LSS	*N/A*	*None*	3
BUSS 385	Seminar in Technological Change and Productivity	LSS	*N/A*	*None*	3
BUSS 410/511^	Contracts, Procurement, & Supply Chain Management Systems	VCM	*N/A*	*None*	3
BUSS 415/514^	Risk Management in Project Management	LSS	*N/A*	*None*	3
BUSS 418/518^	Merger and Acquisitions	*N/A*	*N/A*	*None*	3
BUSS 428	Internship in Project Management	*N/A*	*N/A*	*None*	3
BUSS 429/529^	Contemporary Issues in Business Process Optimization	*N/A*	*N/A*	*Minimum of 90 credits*	3
BUSS 433/533^	Emergent Roles of Project Management in Business	VCM	*N/A*	*None*	3
BUSS 435/535^	Management and Ethical Leadership	EL	*N/A*	*None*	3
BUSS 478/578^	Business Risk Analysis and Optimization	*N/A*	*N/A*	*None*	3

*Indicates required course.
^Can be taken for graduate course credit.
NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

9.4 Bachelor of Science in Management Information Systems

9.4.1 BSMIS Program Mission

In support of the university's mission, the Bachelor of Science in Management Information Systems (BSMIS) prepares eventual graduates to further business practices with a foundation in both business operations and information technology practices in businesses. This interdisciplinary degree provides a practical understanding of businesses and their IT solutions.

9.4.2 BSMIS Program Outcomes

Four specializations are associated with this degree: (a) Business Analytics, (b) Business Optimization, (b) Entrepreneurship, and (d) Information Technology Management.

Specifically, graduates of the BS in Management Information Systems will be able to:

1. Demonstrate effective leadership skills in order to make a positive social impact
2. Analyze business issues using data-driven, evidence-based approaches to solve complex problems.
3. Identify principles of management, organizational behavior, operations management, strategy and policy, international management and entrepreneurship.
4. Demonstrate effective communication skills to communicate and disseminate information across diverse sets of stakeholders
5. Demonstrate ethical business practices in ambiguous or unfamiliar circumstances.

Business Analytics

6A. Use business analytics to develop models using complex data sets.
7A. Implement business analytics results to find solutions to complex business problems.

Business Optimization

6B. Develop and implement plans for organizations to redefine and strategize for lean operations, asset maximizations, quality control, cost minimization, and building institutional efficiencies.
7B. Leverage organizational behavior to manage change and limit risks.

Entrepreneurship

6C. Develop business plans and strategies for consulting for organizations to manage and develop internal organizational capacities.
7C. Implement innovative strategies to drive the business process.

Information Technology Management

6D. Understand the strategic uses of IT and how to apply technology when developing a corporate strategy.
7D. Learn how to exploit technology to excel professional and personal productivity.

9.4.3 Career Paths for Graduates

Students graduating from the BS in MIS program should be prepared to provide leadership a variety of business settings. Graduates of the BS in MIS program can work in a variety of careers at the entry-level, experienced, and management levels:

- Business Analyst
- Data Analyst
- Information Management Consultant/Analyst
- IT Project Management
- IT Manager
- Data Warehouse specialist
- Operations Manager
- Information Resource Manage
- Information Security analyst
- eCommerce Developer
- Enterprise Systems Manager
- Small Business Owner

9.4.4 Program Structure

Area	Number of Courses	Credits
General Education Courses	14	42
Fundamental Courses	21	60

Specialization	6	18
Total	**41**	**120**

9.4.5 Graduation Requirements

Each student is required to submit a project in their final year of study, which includes a portfolio of work that they have completed throughout their time. Students are required to provide a portfolio including the following elements: Part I: Career Preparation, Part II: Senior Project, and Part III: Demonstration of professionally recognized abilities via certifications and microcredentials.

9.4.5.1 Career Preparation

Students are required to submit a resume/CV, lists of professional references, and a professional development plan.

9.4.5.2 Senior Consulting Project

Students complete a project that represents significant work related to the degree and specialization. The exact project is determined in concert with the professor for the course

9.4.5.3 Demonstration of Professional Recognized Abilities

- Certifications: Certifications are designed to objectively validate a professional's specialized competency in targeted areas related to the degree. Certifications can be obtained through education or hands-on experience, in addition to an assessment of a specific set of knowledge skills. Students will be able to obtain number of well-known industrial certificate that helps them compete in the job market. The program structure provides suggested periods in which students could sit for an exam, which generally correspond to the completion of a course or courses related to the content area covered on the certification examination.
- Microcredentials: Micro-credentialing is a way to demonstrate that a person has skills or knowledge of a particular domain of information and/or knowledge. This can be achieved from online education, classroom education, or hybrid model of both. Throughout the program, students can earn credentials by following a prescribed path, or by taking additional coursework beyond their degree.

9.4.6 Associated Microcredentials

The following microcredentials are offered as part of the program:

- Essentials Computer Ethics (ECE)
- Advanced Marketing & Sales Strategy (AM&SS)
- Business Analytics in Practice (BAP)
- Business Analytics Capstone (BAC)
- Business Development (BD)
- Business Leadership (BL)
- Change and Business Leadership (C&BL)
- Data Visualization with Tableau (DVT)
- Essentials of Software Application Development (ESAD)
- Essentials of System Design (ESD)
- Ethical Leadership (EL)
- Foundations of Business Analytics (FBA)
- Globalization, Economic Growth, and Sustainability (GE&S)
- Lean Six Sigma (LSS)
- Marketing and Sales Foundations (M&S Foundations)
- Sustainable Business Change Agent (SBCA)
- Value Chain Management (VCM)
- Value Creation through Innovation: Innovation and Entrepreneurship (VCI: IE)
- Value Creation through Innovation: Marketing Strategy for Entrepreneurs (VCI: MSE)
- Value Creation through Innovation: Capstone Project (VCI: CP)

9.4.7 Internship Opportunities

Students are eligible to take optional externship courses after successfully completing 90 credits. This enables our students to gain hands-on experience to supplement their classroom learning.

9.4.8 Bachelor of Science in Management Information Systems

Fundamental Courses (21 courses – 60 Credit Hours)

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certifications		
ACCT 101	Principles of Accounting	*N/A*	*N/A*	*None*	3
ACCT 305	Accounting Information Systems	*N/A*	*N/A*	*None*	3
BUSS 110	Introduction to Business	M&S Foundation; MP; AM&SS	*N/A*	*None*	3
BUSS 120	Principles of Management	*N/A*	*N/A*	*None*	3
BUSS 155	Seminar I	*N/A*	*N/A*	*None*	1
BUSS 220	Business Ethics and Corporate Social Responsibility	EL	*N/A*	*None*	3
BUSS 280	Introduction to Statistics	*N/A*	*N/A*	*None*	3
BUSS 290	Introduction to Business Analytics	FBA; BAP; BAC; DVT	*N/A*	*BUSS 280*	3
BUSS 300	Organizational Theory & HR Management	*N/A*	*N/A*	*None*	3
BUSS 390	Seminar II	*N/A*	*N/A*	*BUSS 155*	1
BUSS 490	Consulting Project and Seminar	*N/A*	*N/A*	*None*	4
COMP 109	Computer Algorithm and Programming Logic	ACE	*N/A*	*None*	3
COMP135	Legal and Ethical Issues in Information System	ACE	*N/A*	*None*	3
COMP 172	Information Technology Services Management	*N/A*	*N/A*	*None*	3
COMP 173	Strategic Partnerships	*N/A*	*N/A*	*None*	3
COMP 178	Information Assurance Management	*N/A*	*N/A*	*None*	3
ECON 101	Principles of Microeconomics	*N/A*	*N/A*	*None*	3
ECON 102	Principles of Macroeconomics	*N/A*	*N/A*	*None*	3
TLLP 250	Designing Your Career	CAR, SP	*N/A*	None	3
TLLP 275	Practices of Social Impact	CAR, SP	*N/A*	None	3
TLLP 425	Practices of Career Planning and Leadership	CAR	*N/A*	None	3

Specialization Courses: (6 Courses - 18 Credit Hours)
Business Analytics Specialization (6 Courses - 18 Credit Hours):

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certifications		
BUSS 328*	Foundations of Data and Information Management	FBA; BAP; BAC; DVT	*N/A*	*BUSS 290*	3
BUSS 338*	Business Data Visualization	FBA, BAP; BAC; DVT	*N/A*	*BUSS 290*	3
BUSS 351	Business Development	BD	*N/A*	*BUSS 110*	3
BUSS 362	Business Consulting	BD	Certified Business Consulting	*BUSS 110*	3
BUSS 364	Negotiation Essentials	BD	*N/A*	*None*	3
BUSS 400*	Business Decisions and Modeling	BAP; DVT	*N/A*	*BUSS 350*	3
BUSS 440*^	Business Intelligence and Predictive Analysis	BAP; BAP; BAC; DVT	*N/A*	*None*	3

BUSS 445/539^	Human Resource Analytics	BAP; BAC	*N/A*	*None*	3
BUSS 448/548^	Marketing Analytics	BAP; BAC	*N/A*	*None*	3
BUSS 478/578^	Business Risk Analysis and Optimization	BAC, BAC; DVT	*N/A*	*None*	3
BUSS 479*	Data Prediction and Business Optimization	BAC; BAC	*N/A*	*None*	3
BUSS 487/587^	Contemporary Issues in Applying Business Analytics	BAC; BAC; DVT	*N/A*	*Minimum of 90 credits*	3
BUSS 488	Internship in Business Analytics	*N/A*	*N/A*	*None*	3

*Indicates required course.
^Can be taken for graduate course credit.
NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

Business Optimization Specialization (6 Courses - 18 Credit Hours):

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certifications		
BUSS 306	Communities of Practice	*N/A*	*N/A*	*None*	3
BUSS 320*	Introduction to Project Management	*N/A*	*N/A*	*None*	3
BUSS 325	Project Management Systems	*N/A*	*N/A*	*None*	3
BUSS 327	Leading Project Management Operations	VCM	*N/A*	*None*	3
BUSS 329*	Organizational Behavior	*N/A*	*N/A*	*None*	3
BUSS 351*	Business Development	M&S Foundations; BD	*N/A*	*None*	3
BUSS 362	Business Consulting	BD	Certified Business Consulting	*None*	3
BUSS 364	Negotiation Essentials	BD	*N/A*	*None*	3
BUSS 370*	Business Change Management	*N/A*	*N/A*	*None*	3
BUSS 378	Asset Management and Optimization	LSS; VCM	*N/A*	*None*	3
BUSS 385	Seminar in Technological Change and Productivity	LSS	*N/A*	*None*	3
BUSS 410/511^	Contracts, Procurement, & Supply Chain Management Systems	VCM	*N/A*	*None*	3
BUSS 415/514^	Risk Management in Project Management	LSS	*N/A*	*None*	3
BUSS 418/518^	Merger and Acquisitions	*N/A*	*N/A*	*None*	3
BUSS 428	Internship in Project Management	*N/A*	*N/A*	*None*	3
BUSS 429/529^	Contemporary Issues in Business Process Optimization	*N/A*	*N/A*	*None*	3
BUSS 433/533^	Emergent Roles of Project Management in Business	*N/A*	*N/A*	*None*	3
BUSS 478/578^	Business Risk Analysis and Optimization	*N/A*	*N/A*	*None*	3

*Indicates required course.
^Can be taken for graduate course credit.
NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

Entrepreneurship Specialization (6 Courses - 18 Credit Hours):

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certifications		

BUSS 130	Principles of Marketing	*N/A*	*N/A*	M&S Foundations; MP	3
BUSS 320	Introduction to Project Management	*N/A*	*N/A*	*None*	3
BUSS 329	Organizational Behavior	*N/A*	*N/A*	*None*	3
BUSS 351*	Business Development	M&S Foundation; MP; AM&SS; BD	*N/A*	*None*	3
BUSS 362*	Business Consulting	BD	Certified Business Consulting	*None*	3
BUSS 364	Negotiation Essentials	BD	*N/A*	*None*	3
BUSS 366*	Entrepreneurship and Innovation	VCI: IE; VCI: MSE; VCI: CP	*N/A*	*None*	3
BUSS 365	Entrepreneurial Ventures	VCI: IE; VCI: MSE; VCI: CP	*N/A*	*None*	3
BUSS 373	Change Management and Leadership	VCI: MSE VCI: CP	*N/A*	*None*	3
BUSS 374	Entrepreneurial Marketing	M&S Foundation; MP; AM&SS	*N/A*	*None*	3
BUSS 375	Corporate Entrepreneurship	M&S Foundation; MP; AM&SS	*N/A*	*None*	3
BUSS 377	Strategic Management		*N/A*	*None*	3
BUSS 410/511^	Contracts, Procurement, & Supply Chain Management Systems	VCM	*N/A*	*None*	3
BUSS 419/519^	Venture Capital	VCI: MSE VCI: CP	*N/A*	*BUSS 360*	3
BUSS 426	Engaging Consumers in a Digital World	AM&SS	*N/A*	*BUSS 130*	3
BUSS 439/539^	Managing in a Digital World		*N/A*	*None*	3
BUSS 462/562^	Product Design and Development	AM&SS	*N/A*	*BUSS 130*	3
BUSS 465/565^	Social Media Marketing	AM&SS	*N/A*	*BUSS 130*	3
BUSS 485/585^	International Strategy		*N/A*	*None*	3
BUSS 489	Dilemmas and Debates in Entrepreneurship			*None*	3
BUSS 499/599^	Contemporary Issues in Entrepreneurship			*Minimum of 90 credits*	3

*Indicates required course.

^Can be taken for graduate course credit.

NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

Information Technology Management Specialization (6 Courses - 18 Credit Hours):

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certifications		
BUSS 130	Principles of Marketing	N/A	N/A	M&S Foundations; MP	3

BUSS 351	Business Development	M&S Foundation; MP; BD	N/A	*None*	3
BUSS 362	Business Consulting	BD	Certified Business Consulting	*None*	3
BUSS 364	Negotiation Essentials	BD	N/A	*None*	3
BUSS 366	Entrepreneurship and Innovation	N/A	N/A	*None*	3
BUSS 365	Entrepreneurial Ventures	MP	N/A	*None*	3
BUSS 374	Entrepreneurial Marketing	MP	N/A	*None*	3
COMP 240	Client/Server Management	ESD	N/A	*None*	3
COMP 250*	Computer Architecture	ESD	N/A	*COMP 109*	3
COMP 260*	Introduction to Operating Systems	ESD	N/A	*COMP 109*	3
COMP 270*	Essentials of Networking	N/A	N/A	*COMP 109*	3
COMP 273	Information Technology Infrastructure Library	N/A	N/A	*None*	3
COMP 281	Comp TIA Project+	ESD	N/A	*None*	3
COMP 335	Cyber Law and Ethics	ECE	N/A	*None*	3
COMP 345	Introduction to Computer Security	N/A	N/A	*None*	3
COMP 350*	Database Concepts	ESAD	N/A	*None*	3
COMP 445/545^	Introduction to AI for Business	N/A	N/A	*None*	3
COMP 449/544^	Financial Analysis for Technology Manager	N/A	N/A	*None*	3
COMP 455/555^	Information Technologies for Mobile Commerce	N/A	N/A	*None*	3
COMP 460/560^	Web Application Development for Business	N/A	N/A	*None*	3
COMP 463/563^	Systems Analysis and Design for Business	ESD	N/A	*None*	3
COMP 465/565^	Contemporary Issues in IT Management	N/A	N/A	*Minimum of 90 credits*	3

*Indicates required course.
^Can be taken for graduate course credit.
NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

9.5 Master of Business Administration

In support of the university's mission, the Master of Business Administration (MBA) program prepares qualified students for creative leadership and applied research positions in private and public organizations in global marketplace. Future leaders and researchers will need to balance the goals of economic success with the constraints of greater social and environmental sustainability and globalization. Graduates learn to integrate core business fundamentals with changing human and information resources and innovative technology, while nurturing the entrepreneurial mindset that has always been one of the key characteristics to successful businesses.

9.5.1 MBA Program Outcomes

The Master of Business Administration degree has five specializations: (a) Business Analytics, (b) Social Innovation and Sustainable Business, (c) Organizational Development (d) Human Resources Management, and (e) Business Optimization.

Specifically, MBA graduates will be able to:

1. Demonstrate effective leadership and collaboration skills for making decisions and accomplish goals that contributes to positive social changes.

2. Synthesize and analyze empirical data and integrate it with business knowledge and skills to recommend credible and innovative solutions to organizations' problems.
3. Research and evaluate social, environmental, economic, and international factors and trends to develop effective and sustainable organizational policies and strategies.
4. Demonstrate effective communication skills to communicate and disseminate information across diverse sets of stakeholders.
5. Demonstrate ethical business practices in ambiguous or unfamiliar circumstances.

A. Business Analytics Outcomes

6A. Identify and explain complex business problems in terms of technologically savvy analytical models.

7A. Utilize big data (both qualitative and quantitative) to analyze business problems and recommend financially and socially feasible decisions to managers.

B. Social Innovation and Sustainable Business Outcomes

6B. Understand the role of market and marketing strategies and how they can be harnessed for innovating sustainable business.

7B. Advise corporates, government, and non-government organizations to innovate environmentally friendly business strategies and implement them in ethically responsible management practice.

C. Organizational Development Outcomes

6C. Identify and analyze organizations' behavioral and operational situations that need intervention.

7C. Implement innovative organizational development strategies and methodologies to help solve organizational situations and transform them in a long-term development trajectory.

D. Human Resource Management Outcomes

6D. Analyze the operational and financial effectiveness of the human resources of business organizations.

7D. Plan and implement a human resource strategy that brings effective recruitment, professional development, employee compensation and benefits to the business organizations.

E. Business Optimization Outcomes

6E. Identify and analyze efficiency and productivity gaps existing among products and services, processes, and resources in business organizations.

7E. Develop and implement plans for organizations to redefine and strategize for lean operations, asset maximizations, quality control, cost minimization, and building institutional capability.

9.5.2 Career Paths for Graduates

Graduates from the MBA program should be able to provide leadership and applied research capacity to a variety of business settings. The MBA Program develops specialized knowledge for continuing education and growth in all fields of business and administration. Graduates of the Master of Business Administration can anticipate the following types of professional careers at the management, director, and executive levels:

Business Analytics Specialization

- Management analyst
- Marketing research analysts and marketing specialists
- Financial analysts
- Human resource Analysts
- Business intelligence analysts
- Business and risk analysts
- Investment analysts/directors
- Marketing managers

Social Innovation and Sustainable Business Optimization Specialization

- Sustainability process managers

- Environmental economists
- Corporate social responsibility managers/ directors
- Innovation and sustainability managers

Organizational Development Specialization

- Change management specialists.
- Organization effectiveness managers
- Training and development specialist

Human Resource Management Specialization

- Human resource Analysts
- Human resources specialists
- Talent development managers
- Compensations and benefits managers
- Labor relations specialists/ managers
- Human resource research analysts

Business Optimization Specialization

- Business intelligence analysts
- Business and Risk analysts
- Product development managers
- Business development specialist
- Business process optimization analysts/ consultant
- Business operations managers
- Performance optimization directors
- Customer optimization specialists
- Supply Chain analysts

9.5.3 Program Structure

All MBA program students take four (4) core courses and (8) specialization courses.

Area	Number of Courses	Credits
Core Courses	4	12
Specialization*	8	24
Total	12	36

**One of the specialization courses is a required capstone course.*

9.5.4 Graduation Requirements

Each student is required to submit a *completion portfolio* in their final year of study, which includes evidence of works that they have completed throughout their time. Students are required to provide a portfolio including the following elements: Part I: Career Preparation, Part II: Capstone Project, and Part III: Demonstration of professionally recognized abilities via certifications and micro credentials.

9.5.4.1 Career Preparation

In completion of the master's program, students are required to submit a resume/CV, list of professional references, professional development plan and professionally recognized certifications and micro credentials.

9.5.4.2 Capstone Project

Students complete a capstone project that represents significant work related to the degree and specialization. The exact project is determined in consultation with the professor for the course.

9.5.4.3 Demonstration of Professional Recognized Abilities

- Certifications: Certifications are designed to educate and objectively validate a professional's specialized competency in the targeted areas of Business Analytics. Certifications can be obtained through education or hands-on experience, in addition to an assessment of a specific set of

knowledge skills. Students will be able to obtain a few well-known industrial certificates that helps them compete in the job market.

- Microcredentials: Microcredentialing is a way to demonstrate that a person has skills or knowledge of a domain of information. This can be achieved from online education, classroom education, or hybrid model of both.

9.5.4.4 Associated Microcredentials

The following microcredentials are offered as part of the program:

- Marketing Analytics: Marketing Measurement Strategy (MA: MMS)
- Market Analytics: Price and Promotion Analytics (MA: P&PA)
- Marketing Analytics: Competitive Analysis and Market Segmentation (MA:CA&MS)
- Marketing Analytics: Product, Distribution and Sales (MA: PD&S)
- Data Visualization with Tableau (DVT)
- Global Challenge in Business: Sustainable Innovation for Sustainable Business (GCB: SISB)
- Global Challenge in Business: Sustainable Business Enterprise (GCB: SBE)
- Global Challenge in Business: Global Strategy (GCB: GS)
- Globalization, Economic Growth, and Stability (GE&S)
- Value Chain Management: Managerial Accounting (VCM: MA)
- Value Chain Management: Operation Management (VCM: OM)
- Lean Six Sigma (LSS)
- Change and Business Leadership (C&BL)
- Business Leadership (BL)
- Ethical Leadership (EL)
- Business Development (BD)
- HR for People Managers: Preparing to Manage People (HRPM: PMP)
- HR for People Managers: Recruiting, Hiring and Onboarding (HRPM: RHO)
- HR for People Managers: Managing Employee Performance and Compensation (HRPM: MEPC)
- HR for People Managers: Capstone (HRPM: CAP)

Associated Certifications

The following certifications can be earned by graduates of the program through the certifying organizations offering them. Among the certifications that students can meet the minimum requirements for include:

- Certification Competency Business Analyst (CCBA)
- Certified Business Analysis Professional (CBAP)
- Entrepreneurship and small business certification (ESBC)
- Sustainable Business Certification (SBC)
- Certification Green Business (CGB)
- Change Management Certification (CMC)
- Society for Human Resources management Certified Professional (SHRM-CP)
- Business Process Optimization Certification (BPOC)

9.5.5 Program Prerequisites Courses

Students who do not have previous coursework related to the foundational knowledge required for the program must fulfill up to three (3) additional courses or nine (9) credits across the following. This would increase the total number of credits that the student would take in additional to the 36 credits.

Code	Course Title	Prerequisites	Credits
BUSS 280**	Introduction to Statistics	None	3
BUSS 290**	Introduction to Business Analytics	BUSS 280	3
BUSS 300**	Organization Theory & HR Management	None	3

** CPT Qualified Course

9.5.6 Masters of Business Administration Degree Requirements

Core Courses (4 Courses– 12 Credits)

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		

BUSS 501**	Descriptive Analysis and Data Visualizations	MA : MMS ;DVT	CCBA or CBAP	None	3
BUSS 535**	Management and Ethical leadership	HRPM:MCPC;HRPM: CAP	ESBC	None	3
BUSS 561**	Sustainable Business Metrics and Reporting	GCB:SBE	CCBA or CBAP	None	3
BUSS 582**	Quantitative Analysis for Decision Making	SDC&A: C&ACD	CCBA or CBAP	None	3

** CPT Qualified Course

Business Analytics Specialization (8 Courses–24 Credits)

All new Business Analytics specialization students need certain basic skills to prepare them for success in this field. This program prepares students to become proficient in practical data analysis and research skills by applying knowledge acquired in classrooms to real-world business problems. This program also intended to produce graduates' capable of doing applied research on business problems through application of business analytics tools and methodologies.

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		
BUSS 502**	Business Decision and Predictive Analysis	MA MMS	CCBA or CBAP	None	3
BUSS 503**	Business Intelligence Tools and Techniques	MA: P&PA; DVT SDC&A:FDC	CCBA or CBAP	None	3
BUSS 504**	Advanced Business Analytics	MA:P&PA; SDC&A: DCM&S	CCBA or CBAP	BUSS 503	3
BUSS 545**	Human Resource Analytics	MA:PD&S; SDC&A; FDC	CCBA or CBAP	None	3
BUSS 548**	Marketing Analytics	MA: MMS; MA:CA&MS; DVT	CCBA or CBAP	None	3
BUSS 578**	Business Risk Analysis and Optimization	MA:PD&S; MA:P&PA; MA:CA&MS	CCBA or CBAP	None	3
BUSS 579**	Advanced Data Prediction and Business Optimization	MA:CA&MS; MA: PD&S; SDC&A: C&ACD	CCBA or CBAP	BUSS 504	3
BUSS 582**	Quantitative Analysis for Decision Making	N/A	CCBA or CBAP	BUSS 280	3
BUSS 587	Contemporary Issues in Applying Business Analytics	N/A	N/A	None	3
BUSS 588	Ethical Dilemma of Business Analytics	N/A	N/A	None	3
BUSS 604**	Internship in Business Analytics	N/A	N/A	None	3
BUSS 605**	Capstone in Business Analytics	N/A	N/A	Completion of 4 specialization courses	3

** CPT Qualified Course

Social Innovation and Sustainable Business Specialization (8 Courses–24 Credits)

Social Innovation and Sustainable Business is designed to train students with the skills that integrate business knowledge with economic and environmental science to value creation process to maximize financial and social benefits and achieve a sustainable ecosystem. This specialization also intended to produce graduates' cable of doing applied research on economics and sustainable business and social problems.

Code	Course Title	Microcredentials	Prerequisites	Credits

		MC	Certifications		
BUSS 509**	Social Entrepreneurs	N/A	N/A	None	3
BUSS 513**	Quantitative Analysis of Sustainable Development	N/A	N/A	None	3
BUSS 516**	Sustainable Business and Financing	GCB:SISB	SBC	None	3
BUSS 517**	Digital Social Innovations	GCB:SISB	N/A	None	3
BUSS 551**	Development and Globalization	GE&S	N/A	None	3
BUSS 553**	Economics of Development	GE&S	N/A	None	3
BUSS 557**	International Perspectives in Sustainable Business	GE&S	SBC	None	3
BUSS 561**	Sustainable Business Metrics and Reporting	GCB:SBE	N/A	BUSS 513	3
BUSS 563	Contemporary Issues in Sustainable Business	N/A	CGB	None	3
BUSS 665**	Strategic Planning for Sustainability	GCB:GS	N/A	None	3
BUSS 680**	Internship in Sustainable Business	N/A	N/A	None	3
BUSS 693**	Social Capital Innovation and Investment	GCB:GS	N/A	None	3
BUSS 695**	Capstone in Sustainable Business	N/A	N/A	Completion of 4 specialization courses	3

** CPT Qualified Course

Organization Development Specialization (8 Courses–24 Credits)

Organizational development specialization is designed to train students with the behavioral science knowledge and skills that help organizations to develop strategic changes that impacts organizations effectiveness and competitiveness. This specialization will train students to become an effective leader and researcher in bringing dynamic organizations changes, mediate conflicts, lead diverse teams, train, and maintain productive and innovative human resources capabilities.

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		
BUSS 506**	Leadership in Organizations	C&BL	N/A	None	3
BUSS 521**	Human Behavior and Learning in Organizations	EL	N/A	None	3
BUSS 522**	Organizational Change	C&BL	N/A	None	3
BUSS 535**	Management and Ethical Leadership	BL;EL	CMC	None	3
BUSS 532**	Organizational Performance Measure	BL	N/A	None	3
BUSS 542**	Strategic Change	BL	CMC	None	3
BUSS 549	Contemporary Issues in Organizational Development	EL	N/A	None	3
BUSS 547**	Legal and Regulatory Environment of Business	BL;EL	CMC	BUSS 220	3
BUSS 624**	Global leadership	N/A	N/A	None	3
BUSS 626**	Globalization and Organizational Development	N/A	N/A	None	3
BUSS 632**	International and Multicultural Issues in Organizations	N/A	CMC	None	3

BUSS 635**	Internship in Organization Development	N/A	N/A	None	3
BUSS 640**	Capstone in Organization Development	N/A	N/A	Completion of 4 specialization courses	3

** CPT Qualified Course

Human Resource Management Specialization (8 Courses–24 Credits)
Human resource management specialization is designed to train students with the management of people within the organization to achieve competitive business operations and leading effective human resource policies and strategies. This specialization will also enable graduated to undertake sound and credible applied research related to human resource management issues.

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		
BUSS 535**	Management and Ethical Leadership	HRPM:RHO;HRPM:CAP	N/A	None	3
BUSS 537**	Talent Acquisition and Development	HRPM:MEPC;HRPM:CAP	SHRM-CP	None	3
BUSS 541**	Principles and Practice of Human Resources	HRPM:PMP	SHRM - CP	None	3
BUSS 543**	Finance for HR Professionals	HRPM:MEPC	N/A	None	3
BUSS 544**	Human Resource in Global Economy	HRPM:CAP	N/A	None	3
BUSS 546**	Organizational Lifecycles and HR Applications	HRPM: MEPC	N/A	None	3
BUSS 554**	Human Resources Across Organizations	HRPM:PMP	SHRM-CP	None	3
BUSS 552**	HR Change Management	HRPM:RHO	N/A	None	3
BUSS 600**	Consulting and HR Application	HRM:CAP	SHRM- CP	None	3
BUSS 641**	Capstone in HR Management	N/A	N/A	Completion of 4 specialization courses	3
BUSS 649**	Organizational Leadership, Team Effectiveness and Communications	N/A	N/A	None	3
BUSS 652**	Strategic Human Capital Development	HRPM: MEPC	SHRM-CP	None	3
BUSS 653**	Internship in HR Management	N/A	N/A	None	3
BUSS 656**	Workplace Ethics	N/A	N/A	None	3
BUSS 670**	Theory and Practice of Diversity, Equity & Inclusiveness	N/A	N/A	None	3

Business Optimization Specialization (8 Courses–24 Credits)
Business Optimization specialization is designed to train students with the knowledge and skills in optimizing business performance in product development, project management, cost minimization, output productivity and lean operations, product outsourcing, strategic procurement, product distribution and overall supply chain management. This specialization will train students various applied research methods of analyzing the existing business processes, development of models for process optimization and alignment of business functions with organizations' resource constraints.

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		
BUSS 510**	Contracts, Procurement & Supply Chain Management	VCM:MA	N/A	None	3
BUSS 515**	Risk Management in Project Management	N/A	BPOC	None	3
BUSS 527**	Emergent Roles of Project Management in Business	N/A	N/A	None	3
BUSS 580**	Operations Management and Analysis	VCM:OM;LSS	BPOC	None	3
BUSS 581**	Supply Chain and Logistic Management	VCM:MA	N/A	None	3
BUSS 583**	Project and Operation Management Seminar	VCM:OM	BPOC	None	3
BUSS 584**	Administration of Service Operations	VCM:OM	BPOC	None	3
BUSS 685**	Optimality of Project Financing	LSS	N/A	None	3
BUSS 686**	Managing Multinational Operations	N/A	N/A	None	3
BUSS 687**	Emerging Challenges in Business Optimization and Technologies	N/A	N/A	None	3
BUSS 688**	Resource Optimizations Techniques	N/A	N/A	None	3
BUSS 689**	Internship in Business Optimization	N/A	N/A	None	3
BUSS 690**	Capstone in Business Optimization	N/A	N/A	Completion of 4 specialization courses	3

** CPT Qualified Course

9.6 Master of Science in Accounting

The Master of Science in Accounting (MSAC) degree program is designed to provide mastery of both technical and operational competencies for students and professionals with financial, accounting, management, and general business backgrounds who are seeking positions in Accounting.

9.6.1 MSAC Program Outcomes

In business organizations and situations, MSAC graduates will be able to:

1. Demonstrate the ability to apply concepts of accounting theory and practice in a variety of business settings.
2. Analyze complex financial and managerial accounting problems and formulate, communicate and explain recommendations to decision makers.
3. Demonstrate the ability to communicate fundamental accounting and tax principles and techniques effectively both in writing and orally.
4. Construct GAAP compliant financial statements including the balance sheet, income statement, statement of cash flows, and statement of stockholder's equity, and understand their interrelationships.
5. Evaluate accounting practices from ethical, legal, and regulatory perspectives while considering the interests of diverse stakeholders.
6. Integrate accounting principles and enterprise technology solutions to maximize value recognized by organizations.

The Masters of Science in Accounting degree program is earned by completing 30 semester credits of coursework and 6 semester credits of thesis work beyond the required courses.

9.6.2 Career Paths for Graduates

Students graduating from the MS in Accounting program should be prepared to provide leadership a variety of financial and accounting settings. The MS in Accounting program develops the foundation for continuing education and leadership in all fields of accounting. Graduates of the MS in Accounting Program can anticipate jobs in the following types of careers at the management, director and executive levels:

- Accounting Manager
- Auditor
- Budget Analyst
- Controller
- Environmental Accountant
- Financial Analyst
- Financial Manager
- Financial Planner
- Fraud Investigator
- Internal Auditor
- Payroll Staff, Manager
- Risk Manager
- Strategic Planner
- Tax Specialist
- Postsecondary Business Teacher

9.6.3 Program Prerequisites

If an applicant does not have previous business and/or management background, finance and accounting experience and their bachelor's degree is not related to business and management, he/she is required to take the following MS in Accounting Program prerequisite courses (5 courses, 15 credits):

Code	Course Title	Prerequisite	Credits
STAT 200	Introduction to Statistics	*None*	3
ACCT 201	Principles of Financial Accounting	*None*	3
ACCT 202	Principles of Managerial Accounting	*ACCT 201*	3
BUSS 303	Principles of Finance	*None*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

9.6.4 Program Structure

The Master of Science in Accounting Degree requires 36 academic credits, consists of two study areas that develop core competency in accounting field, and additional necessary knowledge and skills to become an accountant. If desired, an MS in Accounting graduate can take an additional course aimed at successful preparation for obtaining the Certified Professional Accountant (CPA) certification.

Area	Number of Courses	Credits
Required Courses	7	21
Elective Courses	3	9
Thesis courses	2	6
Total	**12**	**36**

Required Courses: (7 courses, 21 credits)

This set of courses provides basic concepts, analysis and fundamental knowledge in auditing, taxation, financial reporting, business ethics and information systems within the accounting field. Every student must complete the following seven (7) courses:

Code	Course Title	Prerequisite	Credits
MBA 511	Managerial Accounting and Finance	*ACCT 201, BUSS 303*	3
MBA 605	Auditing	*None*	3
MBA 608	Financial Reporting and Decision Making	*None*	3

MBA 610	Taxation of Business Entities	*None*	3
MBA 611	Business Ethics and Law	*None*	3
MBA 654	Accounting Information Systems	*None*	3
ACCT 600	Cost Accounting	*None*	3

Elective Courses: (3 courses, 9 credits)

To expand the knowledge and broaden the experience and skills in accounting field, students are required to complete three elective courses (9 credits) from the list below:

Code	Course Title	Prerequisite	Credits
MBA 614	International Finance	*MBA 511*	3
MBA 620	Long-term Financial Decisions	*MBA 511*	3
MBA 621	Trading and Risk Management	*MBA 511*	3
ACCT 601	Advanced Financial Accounting	*MBA 511*	3
ACCT 602	International Accounting	*MBA 511*	3
ACCT 603	Contemporary Topics in Accountancy	*None*	3

NOTE: Students who wish to take a course that is offered by another graduate program outside of their major can petition to do so with permission from the instructor of the course and the Program Chair. Requests are considered based upon a student's previous academic performance including meeting the minimum attendance requirements for previous courses and maintaining satisfactory progress.

Thesis Courses (2 courses, 6 credits)

Accountants are widely employed throughout practically every industry and every area of employment. Often serving as the essential source for financial data critical to the organization's ultimate success, accountants may provide financial insights, which serve as the primary factor in making all other decisions. Through the thesis process, students will have an opportunity to demonstrate their ability to integrate accounting practices, various business models, and business operational procedures for the purpose of maintaining an organization's fiscal, legal, and ethical stability as well as actualize their understanding through imperial research.

Code	Course Title	Prerequisite	Credits
ACCT 698	Master Thesis I	*Completion of 5 Core & Dean's Approval*	3
ACCT 699	Master Thesis II	*ACCT 698*	3

OPTIONAL: CPA Professional Preparation Course (3 credits)

To obtain in-depth professional preparation for passing the Certified Professional Accountant (CPA) exam, students may consider taking an additional course. Students who elect to take this optional course can count the course toward their required courses.

Code	Course Title	Course Prerequisite	Credits
ACCT 650	CPA Exam preparation	*All ACCT Core Courses*	3

9.7 Master of Science in Project Management

The Master of Science in Project Management (MSPM) degree is designed to provide mastery of both technical and operational competencies for professionals with diverse backgrounds seeking leadership positions as a project manager.

9.7.1 MSPM Program Outcomes

Graduates will be able to:

1. Explain the elements of project initiation, project implementation and termination.
2. Apply cost accounting concepts to project management according to its contractual parameters.
3. Function as a leader in the formulation of the project management plan, implementation, and validation of outcomes.
4. Strategize on problem solving reflective of the triple constraints of scope, time, and schedule.
5. Distinguish between projects and the ongoing nature of operations.
6. Recognize and understand cultural diversity and acceptance of others.

7. Apply technological skills, tools and techniques to guide overall project execution.
8. Apply effective oral and written communication skills.
9. Demonstrate a high level of ethics and professional behavior in all matters of project contract negotiation.

The MSPM degree program is earned by completing the program course requirements of 30 semester credit hours and 6 semester credit hours of thesis, beyond the program prerequisite courses.

9.7.2 Career Paths for Graduates

Students graduating from the MSPM program should be prepared to provide leadership a variety of business settings. The MSPM program develops the foundation for continuing education and leadership in all fields of business and administration. Graduates of the MS
PM Program can anticipate jobs in the following types of careers at the management, director and executive levels:

- Construction Manager
- Cost Estimator
- General and Operations Manager
- Industrial Production Manager
- Management Consultant
- Organizational Change Manager
- Procurement Manager
- Project Developer
- Project Quality Manager
- Project Specialist
- Project Team Lead
- Project Manager

9.7.3 Program Prerequisites

If applicants do not have previous business background and project management experience, and their bachelor's degrees are not related to business and management, they are required to take the following MSPM program prerequisite courses:

Code	Course Title	Prerequisite	Credits
ECON 101	Principles of Microeconomics	*None*	3
STAT 200	Introduction to Statistics	*None*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

9.7.4 Program Structure

MS in Project Management requires 36 academic credit hours, and consists of three areas of study that develop necessary knowledge and skills to become a Project Manager. If desired, an MS in Project Management graduate can take an additional course aimed at successful preparation for obtaining the Project Management Professional (PMP) certification.

Area	Number of Courses	Credits
Required Courses	4	12
Specialization Courses	6	18
Thesis courses	2	6
Total	**12**	**36**

Required Courses (4 courses, 12 credits)

The required courses provide students with the skills and knowledge that all project managers need including accounting, finance, organizational behavior, marketing and leadership. Every student must complete the following four (4) courses:

Code	Course Title	Prerequisite	Credits
MBA 511	Managerial Accounting and Finance	*ACCT 201, BUSS 303*	3
MBA 512	Project & Cost Management	*STAT 200*	3
MBA 513	Organizational Behavior	*None*	3
MBA 514	Marketing Management	*None*	3

Specialization Courses (6 courses, 18 credits)

These courses offer students the familiarity and skills in managing projects, evaluating risks, handling contractual and procurement activities and analyzing advanced projects management practices. Every student must complete the following six (6) courses:

Code	Course Title	Prerequisite	Credits
PMP 605	Project Management Systems	*None*	3
PMP 610	Quality Project Management Practices	*None*	3
PMP 615	Risk Project Management	*None*	3
PMP 620	Contract and Procurement Management	*None*	3
PMP 623	Leading Projects Across Cultural, Corporate, and Global Boundaries	*None*	3
PMP 625	Advanced Project Management Practices	*PMP 605*	3

Thesis Course (2 courses, 6 credits)

The project management concept is commonly integrated across many disciplines. As a project manager, it is important to have a working understanding of various industries. Through the thesis process, students will have an opportunity to demonstrate their ability to integrate people, processes, and technology for the purpose of understanding an organization's mission and vision as well as actualize their understanding through imperial research.

Code	Course Title	Prerequisite	Credits
PMP 698	Master Thesis I	*5 Core Courses& Dean's Approval*	3
PMP 699	Master Thesis II	*PMP 698*	3

OPTIONAL: PMP Exam Preparation (3 credits)

To obtain in-depth professional preparation for passing the Project Management Professional (PMP) exam, students may consider taking an additional course. Students who elect to take this optional course can count the course toward their required courses.

Code	Course Title	Prerequisite	Credits
PMP 650	PMP Exam Preparation	*PMP 605, 610, 615*	3

9.8 Graduate Certificate in Project Management

The Graduate Certificate in Project Management is uniquely different from the Master's Degree in Project Management or the MBA with a specialization in Project Management in two areas: The focus of a Graduate Certificate in Project Management is on strategic outcomes rather than organizational strategic outcomes, and certificate courses are aligned principally to the core processes and knowledge areas found in the Project Management Body of Knowledge (PMBOK).

9.8.1 Program Outcomes

In business organizations and situations, GCPM graduates will be able to:

1. Manage the initiation of projects and planning of activities that accurately forecast project costs, timeline, and quality.
2. Implement processes for successful resource, communication, and risk and change management.
3. Demonstrate effective project execution and control techniques that result in successful projects.
4. Conduct project closure activities and obtain formal project acceptance.
5. Demonstrate a strong working knowledge of ethics and professional responsibility.

The GCPM degree program is earned by completing the program course requirements of 18 semester credit hours.

9.8.2 Career Paths for Graduates

The GCPM program develops the foundation for continuing education and leadership in all fields of business and administration. Graduates of the GCPM Program can anticipate jobs in the following types of careers at the management and director level:

- Construction Manager
- Cost Estimator
- General and Operations Manager
- Industrial Production Manager
- Management Consultant
- Procurement Manager
- Project developer
- Project Specialist
- Project Manager

9.8.3 Program Prerequisites

If applicants do not have previous business background and project management experience, and their bachelor's degrees are not related to business and management, they are required to take the following MSPM program prerequisite courses:

Code	Course Title	Prerequisite	Credits
ECON 101	Principles of Microeconomics	*None*	3
STAT 200	Introduction to Statistics	*None*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

9.8.4 Program Structure

The Graduate Certificate in Project Management requires 18 academic credit hours, and requires the completion of an additional course aimed at successful preparation for obtaining the Project Management Professional (PMP) certification.

Area	Number of Courses	Credits
Required Courses	6	18
Total	**6**	**18**

Required Courses

Students must take all six (6) courses (18 credit hours).

Code	Course Title	Course Prerequisite	Credits
PMP 605	Project Management Systems	*None*	3
PMP 610	Quality Project Management Practices	*None*	3
PMP 615	Risk Project Management	*None*	3
PMP 620	Contract and Procurement Management	*None*	3
PMP 625	Advanced Project Management Practices	*PMP 605*	3
PMP 650	PMP Exam Preparation	*PMP 605, 610, 615*	3

9.9 Master of Science in Management Information Systems Program

9.9.1 MSMIS Program Mission

In support of the university's mission, the Master of Science in Management Information Systems (MSMIS) program prepares graduates for creative leadership and applied research positions in private and public organizations in the global marketplace.

Future leaders and researchers will need to balance the goals of economic success with the constraints of greater social and environmental sustainability and globalization. Graduates learn to close the gap between core business management capability with changing human and information resources and innovative

technology, while nurturing the entrepreneurial mindset that has always been one of the key characteristics to successful businesses. The master's program additionally further develops students' research and critical thinking capabilities to find solutions for business management and technological problems.

9.9.2 MSMIS Program Outcomes

The Master of Science in Management Information Systems program has three specializations: (a) Business Analytics, (b) Business Optimization, and (C) Entrepreneurship.

Specifically, graduates will be able to:

1. Demonstrate effective leadership and collaboration skills for making decisions and accomplish goals that contributes to positive social changes.
2. Synthesize and analyze empirical data and integrate it with business knowledge and technological skills to recommend credible and innovative solutions to organizations' problems.
3. Research and evaluate emerging technologies, new business ideas and trends for development of effective and sustainable organizational policies and strategies.
4. Demonstrate effective communication skills to disseminate administrational and operational information across diverse sets of stakeholders.
5. Demonstrate ethical business practices in ambiguous or unfamiliar circumstances.

A. Business Analytics Outcomes

6A. Identify and explain complex business problems in terms of technologically savvy analytical models.

7A. Utilize big data (both qualitative and quantitative) to analyze business problems and recommend financially and socially feasible decisions to managers.

B. Business Optimization Outcomes

6B. Research, identify and analyze efficiency and productivity gaps existing among products and services, processes, and resources in business organizations.

7B. Develop and implement plans for organizations to redefine and strategize for lean operations, asset maximizations, quality control, cost minimization, and building institutional capability.

C. Entrepreneurship Outcomes

6C. Develop business plans and strategies for consulting organizations to manage and develop internal organizational capacities.

7C. Connect qualitative and quantitative tools, theories, and context to effectively develop and innovate new business opportunities.

9.9.3 Career Paths

Graduates from the MSMIS program should be able to provide leadership and research capacity to a variety of business settings. The MSMIS Program develops specialized knowledge for continuing education and growth in all fields of existing and new business ventures. Graduates of the Master of Science in MIS can anticipate the following types of professional careers at the management, director, and executive levels:

<u>Business Analytics Specialization</u>

- Marketing analysts
- Financial and risk analysts
- Business intelligence analysts
- Business research analysts
- Investment analysts/director

<u>Business Optimization Specialization</u>

- Operations Managers
- Supply Chain Analysts
- Program and design specialists
- Business development specialists
- Business process optimization analysts/ consultants

- Business process design directors
- Customer optimization specialists

Entrepreneurship Specialization

- Chief information officers
- Operations Managers
- Information Resource Manages
- Sales engineers
- Chief Executives
- Design innovation consultant

9.9.4 Program Structure

Area	Number of Courses	Credits
Core Courses	4	12
Specialization*	8	24
Total	12	36

**One of the specialization courses is a required capstone course.*

9.9.5 Graduation Requirements

Each student is required to submit a *professional portfolio* in their final year of study, which includes evidence of works that they have completed throughout their time. Students are required to provide a portfolio including the following elements: Part I: Career Preparation, Part II: Capstone Project, and Part III: Demonstration of professionally recognized abilities via certifications and microcredentials.

9.9.5.1 Career Preparation

In completion of the master's program, students are required to submit a resume/CV, list of professional references, professional development plan and professionally recognized certifications and microcredentials.

9.9.5.2 1.5.2 Capstone Project

Students complete a capstone project that represents significant work related to the degree and specialization. The exact project is determined in consultation with the professor for the course.

9.9.5.3 1.5.3. Demonstration of Professional Recognized Abilities

- Certifications: Certifications are designed to educate and objectively validate a professional's specialized competency in the targeted areas of Business Analytics. Certification scan be obtained through education or hands-on experience, in addition to an assessment of a specific set of knowledge skills. Students will be able to obtain a few well-known industrial certificates that helps them compete in the job market.
- Microcredentials: Microcredentialing is a way to demonstrate that a person has skills or knowledge of a domain of information. This can be achieved from online education, classroom education, or hybrid model of both.

9.9.6 Associated Microcredentials

The following microcredentials are offered as part of the program:

- Marketing Analytics: Marketing Measurement Strategy (MA: MMS)
- Market Analytics: Price and Promotion Analytics (MA: P&PA)
- Marketing Analytics: Competitive Analysis and Market Segmentation (MA:CA&MS)
- Marketing Analytics: Product, Distribution and Sales (MA: PD&S)
- Big Data Analytics: From Data to Decision (BDA: DTD)
- Big Data Analytics: Statistical Inference and Machine Learning (BDA: SI&ML)
- Big Data Analytics: Mathematical Modeling (BDA: MM)
- Big Data Analytics: Data Visualization (BDA: DV)
- Survey Data Collection and Analysis: Framework for Data Collection (SDC&A: FDC)
- Survey Data Collection and Analysis: Data Collection Method and Sampling (SDC&A: DCM&S)

- Survey Data Collection and Analysis: Combining and Analyzing Complex Data (SDC&A: C&ACD)
- Value Chain Management: Managerial Accounting (VCMP: MA)
- Value Chain Management: Operation Management (VCM: OM)
- Value Chain Management: Capstone (VCM: CAP)
- Lean Six Sigma (LSS)
- Corporate Entrepreneurship: Crafting Strategy for Innovation (CE: CSI)
- Corporate Entrepreneurship: Financing and Profiting (CE: FP)
- Corporate Entrepreneurship: Building the Business Model (CE: BBM)
- Corporate Entrepreneurship: Developing Opportunities (CE: DO)

9.9.7 Associated Certifications

The following certifications can be earned by graduates of the program through the certifying organizations offering them. Among the certifications that students can meet the minimum requirements for include:

- Certification Competency Business Analyst (CCBA)
- Certified Business Analysis Professional (CBAP)
- Entrepreneurship and small business certification (ESBC)
- Business Process Optimization Certification (BPOC)
- Entrepreneurship & Small Business Certification (ESBC)

9.9.8 Program Prerequisites Courses

Students who do not have previous coursework related to the foundational knowledge required for the program must fulfill up to three (3) additional courses or nine (9) credits across the following. This would increase the total number of credits that the student would take in additional to the 36 credits.

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		
BUSS 280**	Introduction to Statistics	N/A	N/A	None	3
BUSS 290**	Introduction to Business Analytics	N/A	N/A	BUSS 280	3
BUSS 351**	Business Development	N/A	N/A	None	3

** CPT Qualified Course

9.9.9 Master of Science in Management Information Systems (MSMIS)

All MSMIS program students take four (4) core courses and (8) specialization courses.

Core Courses (4 course- 12 Credits)

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		
BUSS 501**	Descriptive Analysis and Data Visualizations	MA: MMS;DVT	CCBA or CBAP	None	3
BUSS 562**	Product Design and Development	BD;CE:DO	ESBC	None	3
BUSS 582**	Quantitative Analysis for Decision Making	N/A	CCBA or CBAP	None	3
BUSS 601**	Operational Analytics	MA:CA&MS; MA: PD&S	CCBA or CBAP	None	3

** CPT Qualified Course

Business Analytics Specialization (8 Courses–24 Credits)

This specialization prepares students to become proficient in practical business data analysis and research skills by applying knowledge acquired in classrooms to real-world business problems. Additionally, graduates will be capable of doing applied research on business problems through application of business analytics tools.

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		
BUSS 502**	Business Decision and Predictive Analysis	MA MMS	CCBA or CBAP	None	3
BUSS 503**	Business Intelligence Tools and Techniques	MA: P&PA; DVT SDC&A:FDC	CCBA or CBAP	None	3
BUSS 504**	Advanced Business Analytics	MA:P&PA; SDC&A: DCM&S	CCBA or CBAP	BUSS 503	3
BUSS 545**	Human Resource Analytics	MA:PD&S; SDC&A; FDC	CCBA or CBAP	None	3
BUSS 548**	Marketing Analytics	MA: MMS; MA:CA&MS; DVT	CCBA or CBAP	None	3
BUSS 578**	Business Risk Analysis and Optimization	MA:PD&S; MA:P&PA; MA:CA&MS	CCBA or CBAP	None	3
BUSS 579**	Advanced Data Prediction and Business Optimization	MA:CA&MS; MA: PD&S; SDC&A: C&ACD	CCBA or CBAP	BUSS 504	3
BUSS 582**	Quantitative Analysis for Decision Making	N/A	CCBA or CBAP	BUSS 280	3
BUSS 587	Contemporary Issues in Applying Business Analytics	N/A	N/A	None	3
BUSS 588	Ethical Dilemma of Business Analytics	N/A	N/A	None	3
BUSS 604**	Internship in Business Analytics	N/A	N/A	None	3
*BUSS 605**	Capstone in Business Analytics	N/A	N/A	Completion of 4 specialization courses	3

*Indicates a required capstone course.
** CPT Qualified Course

Business Optimization Specialization (8 Courses – 24 Credit Hours)
The business optimization specialization is designed to train students with the knowledge and skills in optimizing business performance in product development, project management, cost optimization, output productivity and lean operations, product outsourcing, strategic procurement, product distribution and overall supply chain management. In this specialization, students learn various applied research methods to analyze existing business processes, and develop models for process optimizations and alignment of business functions with an organization's resource constraints.

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		

BUSS 510**	Contracts, Procurement & Supply Chain Management	VCM:MA	N/A	None	3
BUSS 515**	Risk Management in Project Management	N/A	BPOC	None	3
BUSS 527**	Emergent Roles of Project Management in Business	N/A	N/A	None	3
BUSS 580**	Operations Management and Analysis	VCM:OM; LSS	BPOC	None	3
BUSS 581**	Supply Chain and Logistic Management	VCM:MA	N/A	None	3
BUSS 583**	Project and Operation Management Seminar	VCM:OM	BPOC	None	3
BUSS 584**	Administration of Service Operations	VCM:OM	BPOC	None	3
BUSS 685**	Optimality of Project Financing	LSS	N/A	None	3
BUSS 686**	Managing Multinational Operations	N/A	N/A	None	3
BUSS 687**	Emerging Challenges in Business Optimization and Technologies	N/A	N/A	None	3
BUSS 688**	Resource Optimizations Techniques	N/A	N/A	None	3
BUSS 689**	Internship in Business Optimization	N/A	N/A	None	3
*BUSS 690**	Capstone in Business Optimization	N/A	N/A	Completion of 4 Specialization. courses	3

*Indicates a required capstone course.
** CPT Qualified Course

Entrepreneurship Specialization (8 Courses– 24 Credit Hours)
The entrepreneurship specialization is designed to expose students to the key concepts of innovative entrepreneurship including creativity and ideation, evaluation and screening of business concepts, business model formulation, startup models and the entrepreneurial process, team planning techniques, and launching innovative business strategies. This program also trains students with various applied research methods to find solutions for problems and risks being encountered when establishing new business ventures.

Code	Course Title	Microcredentials		Prerequisites	Credits
		MC	Certifications		
BUSS 518**	Merger and Acquisitions	VCM:MA	N/A	None	3
BUSS 519**	Venture Capital	CE:CSI	ESBC	None	3
BUSS 565**	Social Media Marketing	CE:BBM CE:FP	N/A	None	3
BUSS 566**	New Venture Management	CE:FP CE:BBM	N/A	None	3
BUSS 571**	Introduction to New Ventures	BD; CE:DO	N/A	None	3
BUSS 572**	Venture Initiation	BD; CE:DO	N/A	None	3

BUSS 573**	Case in Feasibility Analysis	CE:DO	N/A	None	3
BUSS 585**	International Strategy	N/A	N/A	None	3
BUSS 599	Contemporary Issues in Entrepreneurship	CE:DO	N/A	None	3
BUSS 667**	Technology Commercialization	CE:FP CE:BBM	N/A	None	3
BUSS 668**	Entrepreneurship in Innovative Industries	CE:CSI CE:BBM	ESBC	None	3
BUSS 669**	Entrepreneurship eCommerce	N/A	ESBC	None	3
BUSS 671**	Corporate Entrepreneurship	N/A	ESBC	None	3
BUSS 673**	Social Entrepreneurship	N/A	N/A	None	3
BUSS 676**	Internship in Entrepreneurship	N/A	N/A	None	3
*BUSS 691**	Capstone in Entrepreneurship	N/A	N/A	Completion of 4 specialization courses	3

*Indicates a required capstone course.
** CPT Qualified Course

9.10 Master of Science in International Relations

In an increasingly interdependent world, it is important for professionals to have an understanding of the complex issues that go beyond our own borders. Fairfax University of America's MS in International Relations is a graduate-level degree that arms students with the tools to understand the implications of global issues in today's world, contribute to, and work in a dynamic and fast-paced environment in a professional setting.

9.10.1 MS in International Relations Program Outcomes

1. Demonstrate knowledge and understanding of the main concepts, empirical findings and theories in the field of International Relations.
2. Use empirical cases and models to apply theoretical concepts, draw new conclusions and applications.
3. Communicate effectively on issues in the areas of international affairs, business and development.
4. Develop original research to analyze complex problems and ideas, and offer solutions and policy prescriptions.
5. Engage with the wider professional community and follow the latest developments in the field of International Relations.
6. Demonstrate knowledge and understanding of applied research specific to the theory and practice of International Economic Development.
7. Demonstrate knowledge and understanding of applied research specific to the theory and practice of International Business.

9.10.2 Career Paths for Graduates

Students with degrees in Master of Science in International Relations can pursue a variety of professional careers at the experienced professional, management, and director levels in the areas of institutional/community development, humanitarian aid, public service, diplomacy, foreign affairs, and international law. Graduates can work in the public sector and the civil service as diplomats, conflict analysts, policy researches, project coordinators or administrators. They can also pursue careers with non-governmental and multilateral organizations such as the United Nations, the World Bank and the International Momentary Fund. Those organizations hire International Relations experts as project managers, economic and political risk analysts, consultants and research associates. The private sector also offers a vast range of opportunities, including jobs in field of media and publishing, journalism, sales and marketing, public relations, political campaigns and charitable action.

9.10.3 Program Prerequisites

Applicants seeking admission to the MS in International Relations program, who have no political science or international affairs background, and whose bachelor's degrees did not include the following courses are required to take MSIR program prerequisites.

Code	Course Name	Prerequisite	Credits
GOVT 121	World Governments	*None*	3
STAT 200	Introduction to Statistics	*None*	3
And the following course:			
ENGL 120	Academic Writing	*None*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

9.10.4 Program Structure

The program consists of seven (6) required courses, and students choose among two specialization areas.

Area	Number of Courses	Credits
Required Courses	6	18
Specialization	4	12
Elective Courses	2	6
Total	**12**	**36**

Required Courses (6 courses – 18 credits)

These courses provide the students with the skills and knowledge needed by all International Relations professionals.

Code	Course Title	Prerequisite	Credits
GOVT 505 or CMP 551	Research Methods	*None*	3
GOVT 510	Theories of International Relations	*None*	3
GOVT 520	International Security	*None*	3
GOVT 618	International Economics & Trade	*None*	3
GOVT 632	Comparative Politics	*GOVT 510*	3
GOVT 711	Globalization	*GOVT 510*	3

Specialization Courses (4courses – 12 credits)

The Master of International Relations offers 2 specializations for students to choose from. Students must complete a minimum of 12 credit hours of specialization courses to be awarded a degree in International Relations.

International Economic Development

Code	Course Title	Prerequisite	Credits
GOVT 530	Democratization	*None*	3
GOVT 633	Politics of Development Aid	*None*	3
GOVT 650	Policy Making in a Global Context	*None*	3
GOVT 651	International Economics & Politics	*GOVT 618*	3
GOVT 652	International Industrial Development Strategies	*None*	3
GOVT 790	Advanced Research Project	*A minimum of 15 credits from GOVT 505, GOVT 510, GOVT 520, GOVT*	3

		632, GOVT 618, GOVT 711	

International Business

Code	Course Title	Prerequisite	Credits
GOVT 612	International Management	*None*	3
GOVT 613	Enterprise Resource Planning	*GOVT 505*	3
GOVT 614 or MBA 614	International Finance	*MBA 511*	3
GOVT 615	International Strategy	*GOVT 510*	3
GOVT 616	International Marketing	*None*	3
GOVT 617	Import & Export Management	*None*	3
GOVT 634	Operations Management	*None*	3
GOVT 790	Advanced Research Project	*A minimum of 15 credits from GOVT 505, GOVT 510, GOVT 520, GOVT 632, GOVT 618, GOVT 711*	3

Elective Courses (2 courses – 6 credits)

Students may choose any two of the following elective courses, or any combination of courses from the specialization courses not already applied.

Code	Course Title	Prerequisite	Credits
GOVT 540	International Law	*None*	3
GOVT 551	Conflict Resolution	*None*	3
GOVT 625	Effective Negotiations	*None*	3
GOVT 631	Intercultural Communication	*None*	3
GOVT 635	Intelligence & Foreign Policy	*GOVT 510*	3
GOVT 665	Graduate Internship I	*Dean's approval*	3
GOVT 666	Graduate Internship II	*Dean's approval*	3
GOVT 713	Fundamentals of US Economic Policy	*GOVT 618*	3
GOVT 745	Topics in International Relations	*None*	3
CAR 600	Career Planning Management	*None*	3

NOTE: Students who wish to take a course that is offered by another graduate program outside of their major can petition to do so with permission from the instructor of the course and the Program Chair. Requests are considered based upon a student's previous academic performance including meeting the minimum attendance requirements for previous courses and maintaining satisfactory progress.

9.10.5 Pre-MSIR Program

Students who have earned their bachelor's degree with less than 120 undergraduate credit hours can be given conditional admission to the MSIR program, provided they enroll in and successfully complete the remaining credit hours by selecting from the undergraduate courses offered at FXUA. Among the 120 required credit hours, the MSIR program prerequisite courses must be fulfilled. Students must consult their academic advisor before choosing the Pre-MSIR courses who will advise them on the appropriate course selections from undergraduate courses while complying with MSIR program prerequisites. Successful completion of the Pre-MSIR courses will allow these students to complete the undergraduate credit hour requirement of 120, and enter into the program.

9.11 Master of Public Administration

The Master of Public Administration Program prepares students for careers in public management and administration. Students will acquire the skills to resolve industry challenges related to project management, finance, human resources and leadership. They will be able to utilize their knowledge in a variety of areas in state and local government, public and federal agencies and private and public organizations and non-profits both in the DC Metropolitan area and worldwide.

9.11.1 MPA Program Outcomes

1. Demonstrate ability to analyze public policy formulation, interactions and implications.
2. Demonstrate knowledge of key leadership concepts and theories that can be used to effectively lead in the public sector.
3. Apply principles of finance to public and non-profit operations.
4. Communicate critically and effectively within one's discipline and/or professional practice.
5. Apply quantitative and qualitative techniques of analysis and research.

Concentration Specific Outcomes

6A: Demonstrate knowledge and expertise of applied research specific to the theory and practice of Public Management.

6B: Demonstrate knowledge and expertise applied research specific to the theory and practice of Information systems.

6C: Demonstrate knowledge and expertise applied research specific to the theory and practice of Healthcare Administration and Public Health.

9.11.2 Career Paths for Graduates

The program objectives of the MPA are designed to enable graduates to be successful in the multitude of employment positions at the experienced professional, management and director levels that an MPA degree will garner including, government, organizational management, health care administration, and many more. Typical places of employment for individuals with this degree include state and local government agencies, federal government agencies, public agencies, non-profit corporations, and many private and publicly held organizations worldwide.

9.11.3 Program Prerequisites

Applicants seeking admission into the MPA Program, who have no previous business, political science or international affairs background and whose bachelor's degrees did not include the following courses are required to take MPA program prerequisites.

Code	Course Name	Prerequisite	Credits
Management Concepts – one of the following two courses:			
BUSS 301	Principles of Management	*None*	3
BUSS 312	Organizational Theory & HR Management	*None*	3
Economic Concepts – one of the following two courses:			
ECON 101	Principles of Microeconomics	*None*	3
ECON 102	Principles of Macroeconomics	*None*	3
Academic Writing Skills –the following course:			
ENGL 120	Academic Writing	*None*	3

These program prerequisites can be taken at the same time.

9.11.4 Program Structure

The program consists of seven (6) required courses, and students can choose among three possible specialization areas.

Area	Number of Courses	Credits
Required Courses	6	18
Specialization Courses	4	12
Elective Courses	2	6
Total	**12**	**36**

Required Courses (6 courses – 18 credits)

Code	Course Title	Prerequisite	Credits

PUAD 505 or CMP 551	Research Methods	*None*	3
PUAD 513 or MBA 513	Organizational Theory & HR Management	*None*	3
PUAD 514	Public Policy Analysis & Implementation	*None*	3
PUAD 515	Administration in Public & Non-Profit Organizations	*None*	3
PUAD 608 or MBA 608	Financial Reporting & Decision Making	*None*	3
PUAD 611 or MBA 611	Business Ethics & Law	*None*	3

Specialization Courses (4 courses – 12 credits)

Students must complete a minimum of 12 credit hours of specialization courses to be awarded a degree in Public Administration.

Public Management

Code	Course Title	Prerequisite	Credits
PUAD 512 or MBA 512	Project & Cost Management	*STAT 200*	3
PUAD 536	Labor Relations	*None*	3
PUAD 612	International Management	*PUAD 513*	3
PUAD 613	Enterprise Resource Planning	*PUAD 513*	3
PUAD 614	Emergency Planning & Preparedness	*None*	3
CAR 600	Career Planning & Management	*None*	3
PUAD 790	Advanced Research Project	*A minimum of 15 credits from PUAD 505, PUAD 513, PUAD 514, PUAD 515, PUAD 608, PUAD 611*	3

Information Systems

Code	Course Title	Prerequisite	Credits
PUAD 552 or CMP 552	Information Systems	*None*	3
PUAD 556 or CMP 556	Database Management Systems I	*None*	3
PUAD 610 or CMP 610	Managing Information System Development	*PUAD 552*	3
PUAD 620 or CMP 620	IT Governance	*PUAD 552*	3
PUAD 628 or CMP 628	Global Sourcing & Logistics	*None*	3
CAR 600	Career Planning & Management	*None*	3
PUAD 790	Advanced Research Project	*A minimum of 15 credits from PUAD 505, PUAD 513, PUAD 514, PUAD 515, PUAD 608, PUAD 611*	3

Healthcare Administration & Public Health

Code	Course Title	Prerequisite	Credits
PUAD 640	The Health Services System	*None*	3
PUAD 641	Economics of Healthcare & Policy	*None*	3

PUAD 642	Financial Management of Healthcare Institutions	*PUAD 511*	3
PUAD 643	Legal Aspects of Healthcare	*None*	3
CAR 600	Career Planning & Management	*None*	3
PUAD 790	Advanced Research Project	*A minimum of 15 credits from PUAD 505, PUAD 513, PUAD 514, PUAD 515, PUAD 608, PUAD 611*	3

MPA Elective Courses (2 courses – 6 credits)

Students may choose any two of the following elective courses, or any combination of elective courses from the specialization courses listed above, in addition to the three (3) courses required to complete the specialization.

Code	Course Title	Prerequisite	Credits
PUAD 511 or MBA 511	Managerial Accounting & Finance	*ACCT 201& BUSS 303*	3
PUAD 520 or GOVT 520	International Security	*None*	3
PUAD 538	Compensation & Benefits	*None*	3
PUAD 551	Conflict Resolution	*None*	3
PUAD 557	Political Theory	*None*	3
PUAD 558 or CMP 558	Network and Information Security	*None*	3
PUAD 615	Special Topics in Public Administration	*None*	3
PUAD 625	Effective Negotiations	*None*	3
PUAD 630	Public & Private Partnerships	*None*	3
PUAD 634	Operations Management	*None*	3
PUAD 665	Graduate Internship I	*Dean's approval*	3
PUAD 666	Graduate Internship II	*Dean's approval*	3

NOTE: Students who wish to take a course that is offered by another graduate program outside of their major can petition to do so with permission from the instructor of the course and the Program Chair. Requests are considered based upon a student's previous academic performance including meeting the minimum attendance requirements for previous courses and maintaining satisfactory progress.

9.11.5 Pre-MPA Program

Students who have earned their Bachelor's degree with less than 120 undergraduate credit hours can be given conditional admission to the MPA program, provided they enroll in and successfully complete the remaining credit hours by selecting from the undergraduate courses offered at the university. Among the 120 required credit hours, the MPA program prerequisite courses must be fulfilled. Students must consult their academic advisor before choosing the Pre-MPA courses who will advise them on the appropriate course selections from undergraduate courses while complying with MPA program prerequisites. Successful completion of the Pre-MPA courses will allow these students to complete the undergraduate credit hour requirement of 120, and enter into the program.

10 SCHOOL OF COMPUTER INFORMATION SYSTEMS

10.1 School of Computer Information Systems Mission Statement

The mission of the School of Computer Information Systems is to empower graduates to serve as leading practitioners in the field of computing in a global marketplace and to enable them to realize their full potential through academic excellence. We provide quality education in the computing discipline from diverse faculty who are experts in the fields of computer science, information systems, software engineering and information technology.

10.2 School of Computer Information Systems Learning Outcomes

1. Apply various critical thinking and programming skills tailored to professional objectives
2. Recognize and utilize a variety of tools for technical and operational aspects of IT project management
3. Maintain and understand knowledge of current and future trends in computer technology
4. Effectively communicate and collaborate with a variety of invested individuals
5. Facilitate practices and procedures with social, ethical and legal understandings of technologies

10.3 Bachelor of Science in Computer Science

10.3.1 BSCS Program Mission

In support of the university's mission, the Bachelor of Science in Computer Science (BSCS) program emphasizes the design and use of computer technology to develop information-processing systems. The program provides students with broad range of computer knowledge and practical skills required in most of business and industry areas today. The curriculum for the BSCS degree is designed to give a student a state-of-the-art education in both the theory and practice of Computer Science. Upper-level courses involve students in team projects that emphasize industrial applications and best practices.

10.3.2 BSCS Program Outcomes

Three specializations are associated with this degree: (a) Artificial Intelligence (AI) and Machine Learning (ML), (b) Networking and Cybersecurity, and (c) Data Science (DS).

Specifically, the BSCS program graduates will be able to:

1. Demonstrate effective leadership skills in order to make a positive social impact.
2. Learn the concepts of Object Programming Languages like Python, C#, or Java.
3. Analyze current and future trends and evolutions in computer science like Operating Systems and Computer Architecture.
4. Develop an appreciation of social, ethical and legal aspects of technologies and their applications in the Computer Science field.
5. Become familiar with computer science theory and algorithms in the modeling and design of computer-based systems.

Artificial Intelligence (AI) and Machine Learning (ML) Specialization Outcomes

6A. Understand Artificial Intelligence techniques, algorithms, knowledge base building and heuristic search.

7A. Demonstrate Artificial Intelligence applications.

Networking and Cybersecurity Specialization Outcomes

6B. Understand cybersecurity protocols and techniques to secure and protect sensitive information and financial assets following the NIST Standards.

7B. Implement and maintain robust information security systems and networks from cyberattack.

Data Science Specialization Outcomes

6C. Apply data science principles and methods to solve real-world problems.

7C. Demonstrate and execute statistical analysis of data.

10.3.3 Career Paths for Graduates

The BSCS program educates and trains students to create and implement solutions for information systems-based needs and problems in research, commercial, financial, governmental, or other types of organizations. The approach of this degree program is to integrate theoretical and practical aspects of the computing science and technology. The program provides a blend of theory and applications, preparing students for a variety of Computer Science careers in industry, government, and academia; and to develop the foundation for continuing education and growth in the field of Computer Science. Specific career paths include positions at the entry, experienced professional and management level such as:

- Digital Forensics Analyst
- Cybersecurity Analyst
- Cybersecurity Engineer
- Network System Administrator
- AI Engineer
- Machine Learning Engineer
- Machine Learning Data Developer
- AI Interaction Designer
- Computer Systems Analyst
- Software Developer
- Database Developer
- Database Administrator
- Computer Programmer
- Web Developer
- QA Tester

10.3.4 Program Structure

Area	Number of Courses	Credits
General Education Department Courses	14	42
Fundamental Courses	21	60
Specialization	6	18
Total	**41**	**120**

10.3.5 Graduation Requirements

Each student is required to submit a project in their final year of study, which includes a portfolio of work that they have completed throughout their time. Students are required to provide a portfolio including the following elements: Part I: Career Preparation, Part II: Senior Project, and Part III: Demonstration of professionally recognized abilities via certifications and microcredentials.

10.3.5.1 Career Preparation

Students are required to submit a resume/CV, lists of professional references, and a professional development plan.

10.3.5.2 Senior Project

Students complete a project that represents significant work related to the degree and specialization. The exact project is determined in concert with the professor for the course.

10.3.5.3 Demonstration of Professional Recognized Abilities

- Certifications: Certifications are designed to objectively validate a professional's specialized competency in targeted areas related to the degree. Certifications can be obtained through education or hands-on experience, in addition to an assessment of a specific set of knowledge skills. Students will be able to obtain number of well-known industrial certificate that helps them compete in the job market. The program structure provides suggested periods in which students could sit for an exam, which generally correspond to the completion of a course or courses related to the content area covered on the certification examination.

- Microcredentials: Micro-credentialing is a way to demonstrate that a person has skills or knowledge of a particular domain of information and/or knowledge. This can be achieved from online education, classroom education, or hybrid model of both. Throughout the program, students can earn credentials by following a prescribed path, or by taking additional coursework beyond their degree.

10.3.6 Associated Microcredentials

The following microcredentials are offered as part of the program:

- Essentials of Programming (EoP)
- Advanced Programming (AP)
- Essentials of Computer Networks (ECN)
- Advanced Computer Networks (ACN)
- Essentials of Cybersecurity (ECS)
- Advanced Cybersecurity (ACS)
- Essentials of Artificial Intelligence and Machine Learning (EAI)
- Advanced Artificial Intelligence and Machine Learning (AAI)
- Essentials of Data Science (EDS)
- Advanced Data Science (ADS)
- Essentials of System Design (ESD)
- Advanced System Design (ASD)
- Essentials of Software Application Development (ESAD)
- Advanced Software Application Development (ASDE)
- Essentials of Computer Ethics (ECE)

10.3.7 Internship Opportunities

Students are eligible to take optional externship courses after successfully completing 90 credits. This enables our students to gain hands-on experience to supplement their classroom learning.

10.3.8 Bachelor of Science in Computer Science Required Courses

Fundamental Courses (21 courses – 60 Credit Hours)

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certifications		
COMP 109**	Computer Algorithm and Programming Logic Using Python	*EoP*	N/A	None	3
COMP 121	Object Oriented Programming	EoP	*Certified Associate in Python Programming*	COMP 109	3
COMP 130	Ethical, Social, and Legal Aspects of Computing	ECE	N/A	None	3
COMP 157	Seminar I	N/A	N/A	None	1
COMP 231	Discrete Mathematical Methods for Computing	N/A	N/A	None	3
COMP 250**	Computer Architecture	ESD	N/A	COMP 109	3
COMP 260**	Introduction to Operating Systems	ESD	N/A	None	3
COMP 270**	Essentials of Networking	ECN	N/A	None	3
COMP 280	Comp TIA A+ and Test Preparation	ESD	*A+*	None	3
COMP 329**	Data Structures and Algorithm Analysis	EoP	N/A	*None*	3
COMP 345	Introduction to Computer Security	ECS	N/A	*None*	3
COMP 350**	Database Concepts	ESAD	N/A	None	3
COMP 360**	Introduction to Data Science	EDS	N/A	*None*	3
COMP 375*	Human Computer Interaction	ESAD	N/A	COMP 250	3

COMP 380	Wireless and Mobile Security	ECS & ECN	N/A	*None*	3
COMP 390	Seminar II	N/A	N/A	COMP157	1
COMP 450	Research and Analytic Skills	EoP	N/A	None	3
COMP 499	Senior Project and Seminar	AAI	N/A	*COMP 390*	4
TLLP 250	Designing Your Career	CAR, SP	N/A	None	3
TLLP 275	Practices of Social Impact	CAR, SP	N/A	None	3
TLLP 425	Practices of Career Planning and Leadership	CAR	N/A	None	3

AI and ML Specialization: (6 Courses – 18 Credit Hours)

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certification		
COMP 340	Computer Graphics	ESD	N/A	*None*	3
COMP 376	Artificial Intelligence Principles	EAI	N/A	*None*	3
COMP 377*	Machine Learning Principles	EAI	N/A	*None*	3
COMP 378	Decision-Making Cand Robotics Principles	N/A	N/A	*None*	3
COMP 379*	Human-AI Interaction	EAI	N/A	*None*	3
COMP 393	Internship in AI	ESD	N/A	*Minimum of 90 credits*	3
COMP 394	Internship in Machine Learning	ADS	N/A	*Minimum of 90 credits*	3
COMP 413/513^	Robotics Design and Programming	ASD	N/A	*COMP 378*	3
COMP 414	Big Data Analytics	EAI & AP	N/A	*None*	3
COMP 415	Natural Language Processing	N/A	N/A	*None*	3
COMP 416	Computer Vision and Image Processing	ADS	N/A	*None*	3
COMP 417/517^	Special Topics in AI	ESAD	N/A	*Minimum of 90 credits*	3
COMP 418/518^	Special Topics in ML	ESAD	N/A	*Minimum of 90 credits*	3
COMP 420	Creativity in Machine Learning	AAI	N/A	*COMP 329*	3
COMP 421/521^	Smart Devices Design and Applications	AAI	N/A	*COMP 329*	3
COMP 422/522^	Data Mining	AAI	N/A	*COMP 329*	3
COMP 480	AWS Test Preparation for Cloud Practitioner Certificate	EAI & ESD	*AWS*	*None*	3
COMP 483	IBM AI Engineering Professional Test Preparation	ADS	*IBM AI*	*None*	3

*Indicates required course.
**Indicates internship qualified
^Can be taken for graduate course credit.
NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

Networking and Cybersecurity Specialization: (6 Courses – 18 Credit Hours)

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certification		
COMP 360	Switching and Routing Protocols	ECN	N/A	*None*	3
COMP 365*	Cybersecurity and Information Assurance	ECS	N/A	*None*	3
COMP 370*	Essentials Digital Forensics	ECS	N/A	*None*	3
COMP 391	Internship in Networking	ECN	N/A	*Minimum of 90 credits*	3
COMP 392	Internship in Cybersecurity	ECS	N/A	*Minimum of 90 credits*	3
COMP 410/510^	Intrusion Detection and Prevention Systems	ACN &ACS	N/A	*None*	3
COMP 411/511^	Cloud Security	ACS	N/A	*None*	3
COMP 412/512^	Special Topics in Networking	ACN	N/A	*None*	3
COMP 419/519^	Special Topics in Cybersecurity	ACS	N/A	*None*	3
COMP 430	Ethical Hacking	ECS & ECE	CEH	*None*	3
COMP 431	Cryptography and Ciphering	ACS	N/A	*None*	3
COMP 429	Operating Systems Security	ESD & ACS	N/A	*COMP 260*	3
COMP 433/533^	IoT and Smart Cities Security	ACS	N/A	*None*	3
COMP 434/534^	Information Risk Management	ACS	N/A	*None*	3
COMP 436	Cybersecurity Governance and Compliance	N/A	N/A	*None*	3
COMP 486	Comp TIA Network+ and Test Preparation	ACN	Network+	*COMP 270*	3
COMP 487	Comp TIA Security+ and Test Preparation	ACS	Security+	*COMP 345*	3

*Indicates required course.

^Can be taken for graduate course credit.

NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

Data Science Specialization: (6 Courses – 18 Credit Hours)

Code	Course Title	Microcredentials		Prerequisite	Credits
		MC	Certification		
COMP 362	Data Science Mathematical Foundations	ESD	N/A	*None*	3
COMP 363*	Data Science Algorithmic Foundations	ESD	N/A	*None*	3
COMP 364	Statistics Essential for Data Science	ESD	N/A	*STAT 200*	3
COMP 396	Internship in Data Science	ADS	N/A	*Minimum of 90 credits*	3
COMP 440*	R Programming for Data Science	AP	N/A	*COMP 121*	3
COMP 441	Statistical and Computational Foundations of Machine Learning	N/A	N/A	*STAT 200*	3
COMP 442/542^	Numerical Analysis	N/A	N/A	*COMP 231*	3
COMP 443/543^	Data-Intensive Distributed Computing	ADS	N/A	*COMP 250*	3
COMP 444/544^	Special Topics in Data Science	ADS	N/A	*Minimum of 90 credits*	3
COMP 484	Microsoft Certified Azure Data Scientist Associate	EDS	Microsoft Azure	*None*	3
COMP 485	SAS Certified Data Scientist	ADS	SAS	*None*	3

*Indicates required course.
^Can be taken for graduate course credit.
NOTE: Students who wish to take a course that is offered by in another specialization may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended project, and/or personal interest. A maximum of 2 courses from other areas can be applied to a specialization.

10.4 Master of Science in Artificial Intelligence and Machine Learning

In support of the university's mission, the Master of Science in Artificial Intelligence and Machine Learning (MSAIML) is designed to appeal to a broad range of individuals. The program balances theory with practice, offers an extensive set of traditional and state-of-the-art courses, and provides the necessary flexibility to accommodate students with various backgrounds, including computer professionals who want to expand their understanding of AI & ML, as well as individuals whose undergraduate degrees are not in Computer Science but wish to broaden their knowledge in AI & ML.

10.4.1 Artificial Intelligence and Machine Learning Program Outcomes

AI and ML program aims to equip students with a deep understanding, knowledge and skills that enable them to identify and solve problems in AI and ML areas using analytical and critical thinking skills. As AI and ML program provides our graduates with today's required practical skills, they will be leaders and contributors in industry, business, and academia fields. The program outcomes are:

1. Apply AI and ML algorithms to draw inferences, design smart application to solve real-world problems, and to automate the development of AI systems and components.
2. Model human behaviors to develop Human-AI systems and evaluate their performance.
3. Improve overall integrated system performance to influence human performance and learning.
4. Apply social, ethical, and legal principles of technologies and their applications in the AI and ML field.
5. Communicate effectively individually or in cross-functional teams.

10.4.2 Career Paths for Artificial Intelligence and Machine Learning Program

The AI and ML program prepares graduates for productive long-term careers as leaders in industry, government, and academia; and to develop the foundation for continuing education and growth in the field of AI and ML. AI and ML graduates will become key contributors to Computer Science research and applied Computer Science and can further their education by entering a doctoral degree program. Graduates of the AI and ML program can anticipate the following types of computer science careers at the management, director and executive levels:

- AI Specialist
- Applied Artificial Intelligence and Machine Learning-Scientist
- AWS Machine Learning Engineer
- Robotic Process Automation Programmer
- Artificial Intelligence Engineer
- Robotics Programmer
- Machine Learning Engineer
- Instructor at a college or university teaching AI and ML in addition to Computer Science courses

10.4.3 Artificial Intelligence and Machine Learning Program Structure

The Master of Science in AI and ML requires completion of 36 credits. Students will take 12 credits of core courses, 6 credits for career application, and 18 credits in AI and ML content area.

Area	Number of Courses	Credits
Core Courses	4	12
Career Application Courses	2	6
Specialization Courses	6	18
Total	12	36

10.4.4 Graduation Requirements

Students are required to provide a portfolio including the following elements: Part I: Career Preparation, Part II: Project, and Part III: Demonstration of professionally recognized abilities via certifications and microcredentials.

10.4.4.1 Career Preparation

Students are required to submit a resume/CV, list of professional references, and a professional development plan.

10.4.4.2 Career Application Project

Students complete a project that represents significant work related to the degree and specialization. The exact project is determined in concert with the professor for the course.

10.4.4.3 Demonstration of Professional Recognized Abilities

- Certifications: Certifications are designed to educate and objectively validate a professional's specialized competency in the targeted areas of AI & ML. Certifications can be obtained through education or hands-on experience, in addition to an assessment of a specific set of knowledge skills. Students will be able to obtain a number of well-known industrial certificates that helps them compete in the job market.
- Microcredentials: Microcredentialing is a way to demonstrate that a person has skills or knowledge of a particular domain of information. This can be achieved from online education, classroom education, or hybrid model of both.

10.4.5 Associated Microcredentials

The following microcredentials are offered as part of the program:

- Artificial Intelligence/Machine Learning Engineer: (ALMLE)
- AI Specialist (AISP)
- AWS Machine Learning Engineer (AWSMLE)
- Robotic Process Automation Programmer (RPAP)

10.4.6 Artificial Intelligence and Machine Learning Program Prerequisites

All new AI and ML program students need certain basic skills to prepare them for success in the AI and ML Program. The AI and ML degree provides a broad understanding of the theory and technology of this field. Students who do not have the required background need to take some or all of the prerequisites before taking the core Courses. Thus, to be successful, students must have a background in the following courses.

Program Prerequisites

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 109	Computer Algorithm and Programming Logic Using Python	N/A	None	3
COMP 260	Introduction to Operating Systems	N/A	None	3
COMP 270	Essentials of Networking	N/A	None	3
COMP 329	Data Structures and Algorithm Analysis	N/A	None	3
COMP 350	Database Concepts	N/A	None	3

10.4.7 Master of Science in Artificial Intelligence and Machine Learning Degree Requirements

Core Courses (4 Core Courses- 12 Credits)

These courses provide a breadth of foundational knowledge to implement computer interfaces, software design, communication between systems, and how to manage IT systems. These are all crucial elements for IT professionals to apply these building blocks to any given system or project.

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 501	Advanced Operating Systems	N/A	COMP 260	3
COMP 502	Design and Analysis of Algorithms	N/A	COMP 329	3
COMP 503	Networking and Telecommunications	N/A	COMP 270	3
COMP 504	Database Management Systems	N/A	COMP 350	3

Application Courses (2 Application Courses- 6 Credits)

These courses offer an opportunity for students to apply what they have learned throughout the program to a practical project or to a master's thesis. While the practical project provides for application of knowledge acquired throughout the program and would be represent work that could demonstrate career-readiness to potential employers, the thesis would generally serve to demonstrate a student's research potential and could be used to demonstrate readiness for doctoral work. Regardless of the option, students will demonstrate basic research knowledge and abilities, which would be used toward completion of either the project or thesis.

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 505	Research Methods	N/A	None	3
Choose One				
COMP 681	AI and ML Capstone Project	N/A	COMP 505	3
COMP 698	Master Thesis	N/A	COMP 505	3

Artificial Intelligence and Machine Learning Courses (Any 6 Courses– 18 Credit Hours)

These advanced courses cover the depth of topics related to AI and ML and allow students to develop their knowledge based upon their intended professional trajectories.

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 513	Robotics Design and Programming	ALMLE/ RPAP	COMP 329	3
COMP 514	Neural Networks	N/A	None	3
COMP 515	Pattern Recognition	AISP/ RPAP	None	3
COMP 516	Deep Learning	ALMLE/ AISP	None	3
COMP 517	Special Topics in AI	N/A	None	3
COMP 518	Special Topics in ML	AWSMLE	None	3
COMP 521	Smart Devices Design and applications	AISP/ RPAP	None	3
COMP 522	Data Mining	AWSMLE	COMP 504	3
COMP 593	Internship I in AI and Machine Learning	N/A	Completion of core courses and 50% of the program courses	3
COMP 610	Cognitive Computing	ALMLE/ AWSMLE	None	3
COMP 611	Data Warehousing	DWE	COMP 504	3
COMP 613	Game Design	RPAP	COMP 502	3
COMP 614	Speech Recognition	AISP/ RPAP	None	3

COMP 617	AWS Certified Machine Learning	AWS Certificate/ AWSMLE	None	3
COMP 618	Google Machine Learning	Google Certificate	None	3
COMP 693	Internship II in AI and Machine Learning	N/A	COMP 593	3

NOTE: Students who wish to take a course that is offered by in another program may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from can be applied from another program.

10.5 Master of Science in Data Analytics

In support of the university's mission, the Master of Science in Data Analytics (MSDA) is designed to appeal to a broad range of individuals. The program balances theory with practice, offers an extensive set of traditional and state-of-the-art courses, and provides the necessary flexibility to accommodate students with various backgrounds, including computer professionals who want to expand their understanding of Data Analytics, as well as individuals whose undergraduate degrees are not in Computer Science but wish to broaden their knowledge in Data Analytics.

10.5.1 Data Analytics Program Outcomes

FXUA's Data Analytics program equips the students with knowledge, deep understanding, and critical thinking skills that enable them to identify and solve problems in Data Analytics field. As Data analytics program provides our graduates with today's required practical skills, they will be leaders and contributors in industry, business, and academia fields. The program outcomes are:

1. Design software applying modeling and data analysis techniques to solve real-world problems using cutting edge techniques, communicate findings, and effectively present results using data visualization techniques.
2. Demonstrate knowledge of statistical algorithms in data analysis for improved design decision making.
3. Apply social, ethical, and legal principles of technologies and their applications in the data analytics field.
4. Communicate effectively individually or in cross-functional teams.

10.5.2 Career Paths for Data Analytics Program

Graduate students in Data Analytics program, should be prepared to provide leadership in this field. The Data Analytics program prepares students for productive long-term careers in industry, government, and academia; and develops the foundation for continuing education and growth in this field. Data Analytics graduates will become key contributors to Computer Science research and applied Computer Science and can further pursue their education by joining a doctoral degree program. Graduates of the Data Analytics program can anticipate the following types of computer science professional careers at the management, director, and executive levels:

- Big-data architect
- Principal Data Scientist
- Data Warehouse Engineer
- Management analyst
- Data scientist
- Data engineer
- Research analyst - data science division
- Instructor at a college or university teaching Data Analytics in addition to Computer Science courses.

10.5.3 Data Analytics Program Structure

Master's in Data Analytics degree requires completion of 36 credits. Students will take 12 credits of core courses which is common with all the programs, 6 credits of career applications, and 18 credits in Data Analytics content area.

Area	Number of Courses	Credits
Core Courses	4	12
Career Application Courses	2	6
Specialization Courses	6	18
Total	12	36

10.5.4 Graduation Requirements

Students are required to provide a portfolio including the following elements: Part I: Career Preparation, Part II: Project, and Part III: Demonstration of professionally recognized abilities via certifications and microcredentials.

10.5.5 Career Preparation

Students are required to submit a resume/CV, list of professional references, and a professional development plan.

10.5.6 Career Application Project

Students complete a project that represents significant work related to the degree and specialization. The exact project is determined in concert with the professor for the course.

10.5.7 Demonstration of Professional Recognized Abilities

- Certifications: Certifications are designed to educate and objectively validate a professional's specialized competency in the targeted areas of AI & ML. Certifications can be obtained through education or hands-on experience, in addition to an assessment of a specific set of knowledge skills. Students will be able to obtain a number of well-known industrial certificates that helps them compete in the job market.
- Microcredentials: Microcredentialing is a way to demonstrate that a person has skills or knowledge of a particular domain of information. This can be achieved from online education, classroom education, or hybrid model of both...

10.5.8 Associated Microcredentials

The following microcredentials are offered as part of the program:

- Data Analyst (DA)
- Principal Data Scientist (PDS)
- Big Data Architect (BDA)
- Big Data Analyst (BDA)
- Data Warehouse Engineer (DWE)
- Business Analysis Engineer (BAE)

10.5.9 Data Analytics Program Prerequisites

All new Data Analytics program students need certain basic skills to prepare them for success in the Data Analytics Program. Data Analytics degree provides a broad understanding of computer science theory and technology. Students who do not have the required background need to take some or all of the prerequisites before taking the core Courses. Thus, to be successful, students must have a background in the following courses.

Program Prerequisites

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 109	Computer Algorithm and Programming Logic Using Python	N/A	None	3

COMP 260	Introduction to Operating Systems	N/A	None	3
COMP 270	Essentials of Networking	N/A	None	3
COMP 329	Data Structures and Algorithm Analysis	N/A	None	3
COMP 350	Database Concepts	N/A	None	3

10.5.10 Master of Science in Data Analytics Degree Requirements

Core Courses (4 core course- 12 Credits)
These courses provide a breadth of foundational knowledge to implement computer interfaces, software design, communication between systems, and how to manage IT systems. These are all crucial elements for IT professionals to apply these building blocks to any given system or project.

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 501	Advanced Operating Systems	N/A	COMP 260	3
COMP 502	Design and Analysis of Algorithms	N/A	COMP 329	3
COMP 503	Networking and Telecommunications	N/A	COMP 270	3
COMP 504	Database Management Systems	N/A	COMP 350	3

Application Courses (2 Application Courses- 6 Credits)
These courses offer an opportunity for students to apply what they have learned throughout the program to a practical project or to a master's thesis. While the practical project provides for application of knowledge acquired throughout the program and would be represent work that could demonstrate career-readiness to potential employers, the thesis would generally serve to demonstrate a student's research potential and could be used to demonstrate readiness for doctoral work. Regardless of the option, students will demonstrate basic research knowledge and abilities, which would be used toward completion of either the project or thesis.

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 505	Research Methods	N/A	None	3
Choose One of the Following				
COMP 682	Data Analytics Capstone Project	N/A	COMP 505	3
COMP 698	Master Thesis	N/A	COMP 505	3

Data Analytics Course (Any 6 Courses – 18 Credit Hours)
These advanced courses cover the depth of topics related to Data Analytics and allow students to develop their knowledge based upon their intended professional trajectories.

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 523	Big Data Principles	DA/BDA	COMP 504	3
COMP 524	Metadata Applications in Complex Big Data Problems	PDS/BDA/BAE	COMP 504	3
COMP 525	Role of Analytics in Decision-making	DA/PDS/BAE	None	3
COMP 528	Data Analytics Foundation	DA/BDA	None	3
COMP 529	Information Fusion	BDA	None	3
COMP 531	Algorithms for Data Analytics	BDA	COMP 329	3
COMP 542	Numerical Analysis	N/A	None	3
COMP 543	Data-Intensive Distributed Computing	N/A	None	3
COMP 544	Special Topics in Data Science	N/A	None	3
COMP 596	Internship I in Data Analysis	N/A	*Completion of core courses and 50% of the program courses*	3

COMP 626	Web Analytics	DWE	None	3
COMP 627	Descriptive and Predictive Analytical Tools	DWE	COMP 528	3
COMP 628	Special Topics in Data Analytics	N/A	None	3
COMP 629	Privacy and Security in Big Data	BDA	None	3
COMP 630	Text Analytics	PDS	COMP 504	3
COMP 631	Cloudera Certified Associate (CCA) Data Analyst	Cloudera Certification/BAE	None	3
COMP 632	Microsoft Certified Azure Data Scientist Associate	Microsoft Azure Certification/PDS	None	3
COMP 696	Internship II in Data Analysis	N/A	COMP 596	3

NOTE: Students who wish to take a course that is offered by in another program may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from can be applied from another program.

10.6 Master of Science in Networking and Cybersecurity

In support of the university's mission, the Master of Science in Network and Cybersecurity (MSNSC) is designed to appeal to a broad range of individuals. The program balances theory with practice, offers an extensive set of traditional and state-of-the-art courses, and provides the necessary flexibility to accommodate students with various backgrounds, including computer professionals who want to expand their understanding of Network and Cybersecurity, as well as individuals whose undergraduate degrees are not in Computer Science but wish to broaden their knowledge in security.

10.6.1 Networking and Cybersecurity Program Outcomes

FXUA's Networking and Cybersecurity program equips the students with knowledge, deep understanding of network infrastructure, security hazards, mitigation plans, and critical thinking skills that enable them to identify and solve problems in Networking and Cybersecurity field. As Networking and Cybersecurity program provides our graduates with today's required practical skills, they will be leaders and contributors in the industry, business, and academia fields. The program outcomes are:

1. Demonstrate practical implementation of privacy, security, forensics, and copyright issues in professional and social environments.
2. Design, analyze, manage, and evaluate the performance of different network architectural models.
3. Identify, develop, and implement effective and efficient defense mechanisms to secure organizational networks and information resources to support organizational goals.
4. Apply social, ethical, and legal principles of technologies and their applications in the Network and Cybersecurity field.
5. Communicate effectively individually or in cross-functional teams.

10.6.2 Career Paths for Networking and Cybersecurity Program

Graduate students in Networking and Cybersecurity program, should be prepared to provide leadership in this field. The Networking and Cybersecurity program prepares students for productive long-term careers in industry, government, and academia; and develops the foundation for continuing education and growth in this field. Networking and Cybersecurity graduates will become key contributors to Computer Science research and applied Computer Science and can further pursue their education by joining a doctoral degree program. Graduates of the Networking and Cybersecurity program can anticipate the following types of computer science professional careers at the management, director, and executive levels:

- Chief Information Security Officer.
- IT Security Consultant
- Security Architect
- Senior Network Engineer

- Digital Forensic Analyst
- Instructor at a college or university teaching Networking and Cybersecurity in addition to Computer Science courses.

10.6.3 1.4. Networking and Cybersecurity Program Structure

Master's in Network and Cybersecurity degree requires completion of 36 credits. Students will take 12 credits of core courses which is common with all the programs, 6 credits of career application, and 18 credits in Networking and Cybersecurity content area.

Area	Number of Courses	Credits
Core Courses	4	12
Career Application Courses	2	6
Specialization Courses	6	18
Total	12	36

10.6.4 Graduation Requirements

Students are required to provide a portfolio including the following elements: Part I: Career Preparation, Part II: Career Application Project, and Part III: Demonstration of professionally recognized abilities via certifications and microcredentials.

10.6.4.1 Career Preparation

Students are required to submit a resume/CV, list of professional references, and a professional development plan.

10.6.4.2 Career Application Project

Students complete a project that represents significant work related to the degree and specialization. The exact project is determined in concert with the professor for the course.

10.6.4.3 Demonstration of Professional Recognized Abilities

- Certifications: Certifications are designed to educate and objectively validate a professional's specialized competency in the targeted areas of AI & ML. Certifications can be obtained through education or hands-on experience, in addition to an assessment of a specific set of knowledge skills. Students will be able to obtain a number of well-known industrial certificates that helps them compete in the job market.
- Microcredentials: Microcredentialing is a way to demonstrate that a person has skills or knowledge of a particular domain of information. This can be achieved from online education, classroom education, or hybrid model of both...

10.6.5 Associated Microcredentials

The following microcredentials are offered as part of the program:

- Chief Information Security Officer (CISO)
- IT Security Consultant: (ITSC)
- Senior Network Engineer: (SNWE)
- Digital Forensic Analyst: (DFA)

10.6.6 Networking and Cybersecurity Program Prerequisites

All new Networking and Cybersecurity program students need certain basic skills to prepare them for success in this field. The Networking and Cybersecurity degree provides a broad understanding of Networking and Cybersecurity technology. Students who do not have the required background need to take some or all the prerequisite courses before taking the core courses. Thus, to be successful, students must have a background in the following courses.

Program Prerequisites

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 109	Computer Algorithm and Programming Logic Using Python	N/A	None	3

COMP 260	Introduction to Operating Systems	N/A	None	3
COMP 270	Essentials of Networking	N/A	None	3
COMP 329	Data Structures and Algorithm Analysis	N/A	None	3
COMP 350	Database Concepts	N/A	None	3

10.6.7 Master of Science in Networking and Cybersecurity Degree Requirements

Core Courses (4 core course- 12 Credits)

These courses provide a breadth of foundational knowledge to implement computer interfaces, software design, communication between systems, and how to manage IT systems. These are all crucial elements for IT professionals to apply these building blocks to any given system or project.

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 501	Advanced Operating Systems	N/A	COMP 260	3
COMP 502	Design and Analysis of Algorithms	N/A	COMP 329	3
COMP 503	Networking and Telecommunications	N/A	COMP 270	3
COMP 504	Database Management Systems	N/A	COMP 350	3

Application Courses (2 Application Courses- 6 Credits)

These courses offer an opportunity for students to apply what they have learned throughout the program to a practical project or to a master's thesis. While the practical project provides for application of knowledge acquired throughout the program and would be represent work that could demonstrate career-readiness to potential employers, the thesis would generally serve to demonstrate a student's research potential and could be used to demonstrate readiness for doctoral work. Regardless of the option, students will demonstrate basic research knowledge and abilities, which would be used toward completion of either the project or thesis.

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 505	Research Methods	N/A	None	3
Choose One of the Following				
COMP 680	Network and Cybersecurity Capstone Project	N/A	COMP 505	3
COMP 698	Master Thesis	N/A	COMP 505	3

Networking and Cybersecurity Courses (Any 6 Courses – 18 Credit Hours)

These advanced courses cover the depth of topics related to networking and cybersecurity and allow students to develop their knowledge based upon their intended professional trajectories.

Code	Course Title	Microcredentials	Prerequisite	Credits
COMP 510	Intrusion Detection and Prevention Systems	CISO/DFA	None	3
COMP 511	Cloud Security	CISO/SNWE	None	3
COMP 512	Special Topics in Networking	N/A	COMP 503	3
COMP 519	Special Topics in Cybersecurity	N/A	COMP 503	3
COMP 520	Digital Forensics	ITSC/DFA	None	3
COMP 527	Distributed Operating Systems	N/A	COMP 501	3
COMP 532	Operating System Security	N/A	None	3
COMP 533	IoT and Smart Cities Security	DFA	None	3
COMP 534	Information Risk Management	CISO/ITSC	None	3
COMP 591	Internship I in Networking and Cybersecurity	N/A	Completion of core courses and 50% of the	3

			program courses	
COMP 620	Wireless Network Security	SNWE	COMP 503	3
COMP 621	Data Security and Protection	SNWE	None	3
COMP 622	Principles of GIS	N/A	None	3
COMP 623	Cisco Certified Network Professional (CCNP)	Cisco Certificate	None	3
COMP 625	Certified Information Systems Security Professional (CISSP)	(ISC)^2Certificate/ITSC	None	3
COMP 629	Privacy and Security in Big Data	N/A	None	3
COMP 691	Internship II in Networking and Cybersecurity	N/A	COMP 591	3

NOTE: Students who wish to take a course that is offered by in another program may petition to do so to their advisor by providing justification for the relevance of the addition as part of their professional trajectory, their intended consulting project, and/or personal interest. A maximum of 2 courses from can be applied from another program.

10.7 Master of Science in Computer Science

The Master of Science in Computer Science (MSCS) program is designed to appeal to a broad range of individuals. The program balances theory with practice, offers an extensive set of traditional and state-of-the-art courses, and provides the necessary flexibility to accommodate students with various backgrounds, including computer professionals who want to expand their understanding of Computer Science, as well as individuals whose undergraduate degrees are not in Computer Science but wish to broaden their knowledge in computing. The program also provides the background necessary to continue the study of Computer Science at the doctoral level. Students may choose a thesis option, which requires two semesters of study under the direction of a professor in which the student gains an understanding of an area of current research and contributes to it.

10.7.1 Specializations

In the MSCS program, a student must opt to pursue one specialization from the choice of the following seven specializations available:

1. Computer Animation and Gaming;
2. Cybersecurity;
3. Data Management;
4. Intelligent Systems;
5. Networking;
6. Software Applications Development;
7. Software Engineering.

10.7.2 Program Outcomes

The main objective of the MSCS program is to provide a deep understanding of computer science theory and applications. The program aims to equip the student with the knowledge and skills that enable her/him to identify and solve problems in specific areas using analytical and critical thinking skills; communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation; develop a macro-vision understanding that the world is a set of related systems and that problem solving contexts do not exist in isolation; and contribute to cross-functional teams, including geographically dispersed teams. Each MSCS specialization will have its own specialization-specific objective, which is given in the relevant part of this document.

The curriculum design provides all MSCS degree holders with a core set of knowledge. Furthermore, to make students more employable, the program offers students a set of courses (reinforced with practical experience) in a particular area within Computer Science (CS) as a specialization. A particular MSCS specialization allows a student to concentrate in a specific area for which there is demand and to achieve mastery of in the area. These graduates will have the following skills, knowledge, and values:

1. Apply object oriented programming in desktop and mobile applications

2. Employ IDE and managerial tools in real world applications
3. Analyze current and future trends in computer science and adapt them appropriately to changing business needs
4. Illustrate effective communication and collaboration skills with stakeholders
5. Demonstrate understandings of privacy, security, forensics and copyright issues in professional and social environments
6. Understand various data structures and developing effective algorithms
7. Understand, develop and apply database management concepts and tools
8. Understand and design computer and network architecture and analyze different architectural models
9. Concentration Specific Outcomes:
    a. **Computer Animation and Gaming**: Conceptualize, design and implement computer graphics and animation programs that meet certain objective criteria.
    b. **Cybersecurity**: Identify, develop, and implement effective and efficient defense mechanisms to secure organization networks and information resources to support organizational goals.
    c. **Data Management**: Collect, organize, store, manipulate, analyze, secure, and communicate structured and unstructured data; in order to integrate information technology solutions and business processes to meet the information needs of businesses and other enterprises.
    d. **Intelligent Systems**: Apply artificial intelligence (AI), machine learning and intelligent systems techniques to solve real-world problems.
    e. **Networking**: Understand network and Internet architecture, network design and implementation, network performance analysis, network management, network security, and emerging trends in networking technology.
    f. **Software Applications Development**: Analyze, design, implement and test software applications that meet the business objectives of an organization using techniques such as design patterns, component-based architectures, web services, service-oriented architectures and emerging technologies.
    g. **Software Engineering**: Carry out requirements engineering, design and construct high quality software, software testing, maintenance, configuration and management to meet the business needs of an enterprise in a highly dynamic and competitive business environment.

10.7.3 Career Paths for Graduates

Students graduating from the MSCS program should be prepared to provide leadership in the Computer Science field. The MSCS program prepares students for productive long-term careers in industry, government, and academia; and to develop the foundation for continuing education and growth in the field of Computer Science. MSCS graduates will become key contributors to Computer Science research and applied Computer Science and can further their education by entering a doctoral degree program. Graduates of the MSCS program can anticipate the following types of computer science professional careers at the management, director and executive levels:

- Computer scientist in the role of researcher, theorist or inventor;
- Computer engineer or designer for hardware based organizations;
- Consultant for projects that include a substantial dependence on Computer Science;
- Research and development in Computer Science and related disciplines;
- Application and system programmers or developers;
- Software system architect;
- Instructor at a college or university teaching Computer Science related courses.

10.7.4 Program Prerequisites

All new MSCS students need certain basic skills to prepare them for success in the MSCS program. The MSCS degree provides a broad understanding of computer science theory and technology. Students who do not have the required background need to take some or all of the prerequisites before taking the Core Courses. In some cases, the program prerequisite courses may have course prerequisites to be taken before enrolling in the program prerequisite courses. Thus, to be successful, students must have a background in the following areas:

Code	Course Name	Prerequisite	Credits
CMP 220	Programming II	*CMP 120*	3
CMP 260	Introduction to Operating Systems	*None*	3
CMP 270	Essentials of Networking	*None*	3
CMP 330	Data Structures and Algorithm Analysis	*CMP 120*	3
CMP 350	Database Concepts	*None*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

10.7.5 Program Structure

The MSCS degree will be earned by completing the program course requirements of 36 credit hours, beyond the program prerequisite courses. To qualify for the MSCS degree, students must meet all credit requirements, as described below.

The MSCS program is generally completed within two years of full-time study. It consists of five (5) required courses (15 credits), five (5) specialization courses (15 credits) and two (2) electives. The specialization courses allow a student to concentrate in a specific area for which there is demand and to achieve knowledge depth in that area. The two electives give a student the opportunity to integrate and apply the knowledge and skills studied so far to real-world situations/problems through a capstone project, internship or a master's thesis. The specialization courses provide an opportunity for students to develop and fine-tune specific computing skills according to their areas of interest.

Area	Number of Courses	Credits
Required Courses	5	15
Specialization Courses	5	15
Elective Courses	2	6
Total	**12**	**36**

Required Courses: (5 Courses – 15 Credits)

Each candidate must satisfactorily complete the following five (5) required courses (15 credits):

Code	Course Name	Prerequisite	Credits
CMP 511	Computer Architecture and Implementation	*CMP 250 or CMP 260*	3
CMP 556	Database Management Systems I	*CMP 350*	3
CMP 560	Software Engineering	*None*	3
CMP 561	Design and Analysis of Algorithms	*CMP 220 or CMP 330*	3
CMP 641	Operating Systems	*CMP 260*	3

Specialization Courses: (5 courses - 15 Credit Hours)

Students must select one of the specializations listed below during the second year of their study. Students must choose five (5) courses (15 credit hours) from courses in their specialization.

Computer Animation and Gaming

The objective of this specialization is to equip students with in-depth knowledge and skills that will enable them to conceptualize, design and implement computer graphics and animation programs that meet certain objective criteria.

Code	Course Name	Prerequisite	Credits
CMP 582	Computer Graphics	*CMP 561*	3
CMP 583	Computer Animation	*CMP 561*	3
CMP 584	Human-Computer Interface Design	*CMP 561*	3
CMP 585*	Design of Interactive Multimedia	*None*	3
CMP 586*	Computer Vision	*CMP 582*	3
CMP 587*	Game Design and Programming	*CMP 582*	3
CMP 588*	Special Topics Computer Animation and Gaming	*Dean's approval*	3

Cybersecurity

The objective of this specialization is to equip the students with in-depth knowledge skills that will enable them to identify, develop, and implement effective and efficient defense mechanisms to secure organization networks and information resources to support organizational goals.

Code	Course Name	Prerequisite	Credits
CMP 558	Network and Information Security	*CMP 550/CMP 562*	3
CMP 562	Computer Networks	*CMP 270*	3
CMP 630*	Network Security Audit and Forensics	*CMP 550 or CMP 562*	3
CMP 643*	Database Security and Data Protection	*CMP 556/CMP 553*	3
CMP 644	Intrusion Detection and Prevention Systems	*CMP 558*	3
CMP 645*	Security Management	*CMP 558*	3
CMP 647*	Wireless and Mobile Security	*CMP 558*	3
CMP 648*	Special Topics in Cybersecurity	*Dean's approval*	3

* *Internship qualified course*

Data Management

The objective of this specialization is to equip the student with the knowledge and skills to collect, organize, store, manipulate, analyze, secure, and communicate structured and unstructured data; in order to integrate information technology solutions and business processes to meet the information needs of businesses and other enterprises.

Code	Course Name	Course Prerequisite	Credits
CMP 622	Database Management Systems II	*CMP 556*	3
CMP 624	Data Warehousing	*CMP 556*	3
CMP 625	Text Analytics	*CMP 556*	3
CMP 626	Distributed Databases	*CMP 556*	3
CMP 627*	Data Mining	*CMP 556*	3
CMP 628*	Special topics in Data Management	*Dean's approval*	3
CMP 643*	Database Security and Data Protection	*CMP 556/CMP 553*	3

* *Internship qualified course*

Intelligent Systems

The objective of this specialization is to equip students with in-depth knowledge skills that will enable them to apply artificial intelligence (AI), machine learning and intelligent systems techniques to solve real-world problems.

Code	Course Name	Prerequisite	Credits
CMP 621	Artificial Intelligence	*None*	3
CMP 652	Natural Language Processing	*CMP 561, CMP 621*	3
CMP 653	Machine Learning	*CMP 621*	3
CMP 654*	Adaptive Learning Systems	*CMP 621*	3
CMP 655*	Intelligent Agents	*CMP 621*	3
CMP 658*	Special Topics Intelligent Systems	*Dean's approval*	3

* *Internship qualified course*

Networking

The objective of this specialization is to equip the students with a comprehensive understanding of the network and Internet architecture, network design and implementation, network performance analysis, network management, network security, and emerging trends in networking technology. The program is designed to equip students with extensive hands-on experience in order to analyze, design, procure, manage, and implement state-of-the art computer networking solutions and technologies.

Code	Course Name	Prerequisite	Credits
CMP 558	Network and Information Security	*CMP 550 or CMP 562*	3
CMP 562	Computer Networks	*CMP 270*	3
CMP 602	Network Design and Implementation	*CMP 562*	3
CMP 603*	Network management	*CMP 558*	3
CMP 604*	Cloud Computing	*CMP 558*	3
CMP 608*	Special Topics Networking	*Dean's approval*	3

CMP 647*	Wireless and Mobile Security	*CMP 558*	3
CMP 665*	Virtualization Technologies	*CMP 558, CMP 641*	3

** Internship qualified course*

Software Applications Development

The objective of this specialization is to equip the students with a comprehensive understanding of advanced software applications development using modern program paradigms and tools. The program is designed to equip students with extensive hands-on experience in order to analyze, design, implement and test software applications that meet the business objectives of an organization using techniques such as design patterns, component-based architectures, web services, service-oriented architectures and emerging technologies.

Code	Course Name	Prerequisite	Credits
CMP 573	Compiler Construction	*CMP 561*	3
CMP 632	Requirements Engineering	*CMP 560*	3
CMP 636	Trends in Software Applications Development	*CMP 632*	3
CMP 650*	Software Design and Construction	*CMP 560*	3
CMP 661*	Software Testing	*CMP 561, CMP 650*	3
CMP 663*	Web Applications Development	*CMP 553/ CMP 561*	3
CMP 664*	Mobile Applications Design & Development	*CMP 553/ CMP 561*	3
CMP 618*	Special Topics in Software Applications Development	*Dean's approval*	3

** Internship qualified course*

Software Engineering

The objective of this specialization is to equip the student with the knowledge and skills to effectively carry out requirements engineering, design and construct high quality software, software testing, maintenance, configuration and management to meet the business needs of an enterprise in a highly dynamic and competitive business environment.

Code	Course Name	Prerequisite	Credits
CMP 632	Requirements Engineering	*CMP 560*	3
CMP 635*	Software Quality and Process Improvement	*CMP 560*	3
CMP 637	Software Engineering Management	*CMP 560*	3
CMP 650*	Software Design and Construction	*CMP 560*	3
CMP 661*	Software Testing	*CMP 561, CMP 650*	3
CMP 662*	Software Maintenance & Configuration Management	*CMP 650*	3
CMP 673*	Special Topics in Software Engineering	*Dean's approval*	3

** Internship qualified course*

Elective Courses: (2 Courses – 6 Credits)

The student must select two courses from the list of courses below or from any other specialization courses not already applied toward their degree. Students can only enroll in the Capstone project course of their chosen specialization.

Code	Course Name	Prerequisite	Credits
CMP xxx	Elective from any specialization	*Varies*	3
CMP 551	Research Methods	*None*	3
CMP 589	Computer Animation and Gaming Capstone Project	*All required courses, four specialization courses*	3
CMP 609	Networking Capstone Project	*All required courses, four specialization courses*	3
CMP 619	Software Applications Development Capstone Project	*All required courses, four specialization courses*	3
CMP 629	Data Management Capstone Project	*All required courses, four specialization courses*	3
CMP 639	Software Engineering Capstone Project	*All required courses, four specialization courses*	3

CMP 649	Cybersecurity Capstone Project	*All required courses, four specialization courses*	3
CMP 659	Intelligent Systems Capstone Project	*All required courses, four specialization courses*	3
CMP 591	Graduate Internship Level I	*All required courses, four specialization courses, Dean's approval*	3
CMP 691	Graduate Internship Level II	*All required courses, four specialization courses, Dean's approval*	3
CMP 696	Independent Study I	*Dean's approval*	3
CMP 697	Independent Study II	*Dean's approval*	3
CMP 698	Master's Thesis I	*All required courses, two specialization courses, academic advisor's approval.*	3
CMP 699	Master's Thesis II	*CMP 698*	3
CAR 600	Career Planning & Management	*None*	3

CMP 698 and CMP 699 must be taken in concurrent semesters to complete the thesis.

NOTE: Students who wish to take a course that is offered by another graduate program outside of their major can petition to do so with permission from the instructor of the course and the Program Chair. Requests are considered based upon a student's previous academic performance including meeting the minimum attendance requirements for previous courses and maintaining satisfactory progress.

10.7.6 Pre-MSCS Program

Students who have earned their bachelor's degree with less than 120 undergraduate credits can be given conditional admission to the MSCS program, provided they enroll in and successfully complete the remaining credits by selecting from the Bachelor of Science in Computer Science (BSCS) undergraduate courses offered at FXUA. Among the 120 required credits, the program prerequisite courses must be fulfilled. Students must consult their academic advisor before choosing the pre- MSCS courses who will advise them on the appropriate course selections from the BSCS program while complying with MSCS program prerequisites. Successful completion of the pre-MSCS courses will allow these students to complete the undergraduate credits requirement of 120, and enter into the MSCS program.

10.8 Master of Science in Information Systems

The Master of Science in Information Systems (MSIS) is designed to prepare students for positions in Information Systems and related fields. The curriculum is focused on gaining a better understanding of the use of information systems to enhance business processes and the decision-making process associated with them. Business theory is merged with information systems theory to prepare leaders for success in public and private business environments. Practical applications are emphasized throughout the curriculum.

The Master of Science in Information Systems (MSIS) program is the study of information systems, including their design, development, deployment, and usage in various organizations. Research in this field covers a wide range of topics including design and architecture, deployment and execution, adoption of information technology in organizations, human factors in information systems, knowledge acquisition, expert systems, systems analysis and design methods, object-oriented enterprise modeling, knowledge-based systems to support database design, automated mediation in group support systems, and distributed information systems.

The main objective of the MSIS program is to provide a comprehensive understanding of information systems in organizations. The program aims to equip the student with the knowledge and skills that enable her/him to focus on integrating information technology solutions and business processes to meet the information needs of businesses and other enterprises, enabling them to achieve their objectives in an effective and efficient way. The program also aims to equip students with the knowledge and skills to identify and solve problems using analytical and critical thinking skills; communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation; develop a macro-vision understanding that

the world is a set of related systems and that problem solving contexts do not exist in isolation; and contribute to cross-functional teams, including geographically dispersed teams.

The curriculum design provides all MSIS degree holders with a core set of knowledge. Furthermore, to make students more employable, the program offers students a related set of courses (reinforced with practical experience) in a particular focus area within information systems as a *specialization*. A particular MSIS specialization allows a student to concentrate in a specific area for which there is demand and to achieve breadth and depth in that area. Each MSIS specialization has its own specific objective, which is given in the relevant section of this catalog. Students graduating from the MSIS program should be prepared to provide leadership in the information systems field.

10.8.1 Specializations

In the MSIS program, a student must opt to pursue one specialization from the following seven specializations available:

1. Business Intelligence and Data Analytics;
2. Cybersecurity;
3. Data Management;
4. Enterprise Project Management;
5. Health Informatics;
6. Information Assurance;
7. Knowledge Management.

10.8.2 Program Outcomes

These graduates will have the following skills, knowledge, and values:

1. Develop an understanding of social, ethical, information and network security, and legal aspects of technologies.
2. Introduce fundamental programming concepts, design, and develop IDE applications that efficiently utilize database concepts and manipulation.
3. Be prepared for leadership roles in professional practices with strengths in design, problem solving, communications and collaboration with peers.
4. Apply knowledge of formal software development concepts to processes, programming paradigms and mathematical models appropriate to different application contexts.
5. Apply critical thinking and problem-solving skills to synthesize managerial business decisions.
6. Understand IT infrastructure and different architectural models in computer networks.
7. Concentration Specific Outcome:
    a. Business Intelligence and Data Analytics: Demonstrate the ability to analyze and mine large volumes of data in order to support marketing, and financial decision making to give an enterprise a competitive advantage.
    b. Cybersecurity: Apply knowledge and skills to identify, develop, and implement effective and efficient defense mechanisms to secure organization networks and information resources.
    c. Data Management: Apply knowledge and skills to collect, organize, store and manipulate data; in order to integrate information technology solutions and business processes to meet the information needs of businesses.
    d. Enterprise Project Management: Apply managerial knowledge and skills to optimize time, budget, personnel and other resources required for enterprise IT projects.
    e. Health Informatics: Apply knowledge and skills to health care information systems and data management, and related ethics and compliance considerations.
    f. Information Assurance: Apply knowledge and skills to ensure confidentiality, integrity, and availability to protect and defend information and information systems.
    g. Knowledge Management: Apply managerial skills to collect, organize, and analyze knowledge to meet the business organizational needs in order to remain competitive.

10.8.3 Career Paths for Graduates

The MSIS program is designed to support both traditional and emerging career opportunities. The Career paths for the MSIS graduates include the following positions at the manager, director, and executive levels:

- Data administration

- Systems integration
- Networking, telecom, and infrastructure
- Management of sourcing and global projects
- IT project management
- Analysis of information systems development projects
- Cybersecurity
- IT consulting for projects that include a substantial dependence on information systems
- Academia as an instructor at a college or university teaching information systems-related courses
- Research and development of information technologies and related products and services

The MSIS program is generally completed within two years of full-time study. It consists of five (5) required courses (15 credits), five (5) specialization courses (15 credits) and two (2) electives. The specialization courses allow a student to concentrate in a specific area for which there is demand and to achieve breadth and depth in that area. The two other electives give a student the opportunity to integrate and apply the knowledge and skills studied so far to real-world situations/problems through a capstone project, internship or a master's thesis. The specialization courses provide an opportunity for students to develop and fine-tune specific computing skills according to their areas of interest.

10.8.4 Program Prerequisites

All new MSIS students need certain basic skills to succeed in the MSIS program. Students who do not have the requisite background in business administration and information technology need to take some or all of the prerequisite courses before they begin work on the required courses. In some cases, the program prerequisite courses may have course prerequisites to be taken before enrolling in the program prerequisite courses.

Code	Course Name	Prerequisite	Credits
CMP 350	Database Concepts	*None*	3
ACCT 201	Principles of Financial Accounting	*None*	3
BUSS 312	Organizational Theory & HR Management	*None*	3
One of the following courses:			
CMP 270	Essentials of Networking	*None*	3
CMP 340	Principles of Programming Languages	*CMP 120*	3
CMP 355	Programming with C/C++	*CMP 120*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

10.8.5 Program Structure

The MSIS degree will be earned by completing the program course requirements of 36 credit hours, beyond the program prerequisite courses.

Area	Number of Courses	Credits
Required Courses	5	15
Specialization Courses	5	15
Elective Courses	2	6
Total	**12**	**36**

Required Courses: (5 Courses – 15 Credits)

The required courses provide students with the skills and knowledge needed by all information systems professionals. Along with the knowledge of the specific technical areas of information systems, these courses are designed to improve communication and other skills relevant to working in cross-functional teams. Each candidate must satisfactorily complete the following five (5) required courses (15 credits):

Code	Course Name	Prerequisite	Credits
CMP 550	IT Infrastructure	*None*	3

CMP 553	Analysis, Modeling and Design	*None*	3
CMP 570	Enterprise Information Systems	*CMP 550 or CMP 556*	3
CMP 612*	IT Project Management	*None*	3
CMP 620*	IT Governance	*None*	3

MSIS Specialization Courses: (5 courses - 15 Credit Hours)

Students must select one of the specializations listed below during the second year of their study. Students must choose five (5) courses (15 credit hours) from the specialization's elective courses.

Business Intelligence and Data Analytics

The objective of this specialization is to equip the student with the knowledge and skills to collect, organize, store, manipulate, analyze, and mine very large volumes of structured and unstructured data using information technology tools in order to support marketing, financial decision-making and to give an enterprise a competitive advantage.

Code	Course Name	Prerequisite	Credits
CMP 556	Database Management Systems I	*CMP 350*	3
CMP 624	Data Warehousing	*CMP 556*	3
CMP 640	Decision Support & BI	*CMP 556*	3
CMP 681	Enterprise Analytics	*CMP 556*	3
CMP 682*	Big Data Analytics	*CMP 556*	3
CMP 684*	Management Decision Modeling	*None*	3
CMP 685*	Advanced Big Data Analytics	*CMP 682*	3
CMP 688*	Special Topics Business Intelligence and Data Analytics	*Dean's approval*	3

* *Internship qualified course*

Cybersecurity

The objective of this specialization is to equip the students with in-depth knowledge skills that will enable them to identify, develop, and implement effective and efficient defense mechanisms to secure organization networks and information resources to support organizational goals.

Code	Course Name	Prerequisite	Credits
CMP 558	Network and Information Security	*CMP 550 or CMP 562*	3
CMP 562	Computer Networks	*CMP 270*	3
CMP 630*	Network Security Audit and Forensics	*CMP 550 or CMP 562*	3
CMP 643*	Database Security and Data Protection	*CMP 553 or CMP 556*	3
CMP 644	Intrusion Detection and Prevention Systems	*CMP 558*	3
CMP 645*	Security Management	*CMP 558*	3
CMP 647*	Wireless and Mobile Security	*CMP 558*	3
CMP 648*	Special Topics in Cybersecurity	*Dean's approval*	3

* *Internship qualified course*

Data Management

The objective of this specialization is to equip the student with the knowledge and skills to collect, organize, store, manipulate, analyze, secure, and communicate structured and unstructured data; in order to integrate information technology solutions and business processes to meet the information needs of businesses and other enterprises.

Code	Course Name	Prerequisite	Credits
CMP 556	Database Management Systems I	*CMP 350*	3
CMP 622	Database Management Systems II	*CMP 556*	3
CMP 624	Data Warehousing	*CMP 556*	3
CMP 625	Text Analytics	*CMP 556*	3
CMP 626	Distributed Databases	*CMP 556*	3
CMP 627*	Data Mining	*CMP 556*	3
CMP 628*	Special Topics in Data Management	*Dean's approval*	3
CMP 643*	Database Security and Data Protection	*CMP 556 or CMP 553*	3

Enterprise Project Management

The objective of this specialization is to equip the student with the knowledge and skills to manage the time, budget, personnel and other resources required in IT projects in large enterprises.

Code	Course Name	Prerequisite	Credits
CMP 513	Risk Management and Control	*CMP 612*	3
CMP 514	Virtual Organizations	*CMP 612*	3
CMP 515*	Enterprise Program Management	*CMP 612*	3
CMP 516	IT Investment Economics	*CMP 513*	3
CMP 518*	Special Topics Enterprise Project Management	*Dean's approval*	3
CMP 680	Organizational and Social Dimensions of Computing	*None*	3

* *Internship qualified course*

Health Informatics

The objective of this specialization is to equip the students with in-depth knowledge skills that will enable them to efficiently and effectively collect, organize, store, manipulate, analyze, and secure healthcare information systems and delivery systems, using information technology tools in order to support the organizational goals of healthcare systems.

Code	Course Name	Prerequisite	Credits
CMP 554	Healthcare Information Systems	*CMP 550 or CMP 570*	3
CMP 555	Healthcare Data Management	*CMP 553*	3
CMP 557*	Healthcare Delivery Models	*CMP 570*	3
CMP 670	Legal, Ethical and Social Issues in Healthcare	*None*	3
CMP 666*	Healthcare Economics	*None*	3
CMP 667	Biostatistics	*None*	3
CMP 668*	Special Topics Health Informatics	*Dean's approval*	3

* *Internship qualified course*

Information Assurance

The objective of this specialization is to equip the students with in-depth knowledge skills that will enable them to identify, develop, and implement effective and efficient defense mechanisms to secure organization networks and information resources to support organizational goals.

Code	Course Name	Prerequisite	Credits
CMP 558	Network and Information Security	*CMP 550 or CMP 562*	3
CMP 559	Introduction to Information Assurance	*CMP 540 or CMP 550*	3
CMP 593	Security Policy, Law, and Ethics	*None*	3
CMP 594	Risk Management and Disaster Recovery Planning	*None*	
CMP 598*	Special Topics Information Assurance	*Dean's approval*	3
CMP 630*	Network Security Audit and Forensics	*CMP 550 or CMP 562*	3
CMP 643*	Database Security and Data Protection	*CMP 553 or CMP 556*	3
CMP 644	Intrusion Detection and Prevention Systems	*CMP 558*	3

* *Internship qualified course.*

Knowledge Management

The objective of this specialization is to equip the student with the knowledge and skills to collect, organize, store, manipulate, analyze, secure, and communicate structured and unstructured organizational knowledge to meet the businesses needs of an organization and for the organization to remain competitive.

Code	Course Name	Prerequisite	Credits
CMP 556	Database Management Systems I	*CMP 350*	3
CMP 624	Data Warehousing	*CMP 556*	3
CMP 625	Text Analytics	*CMP 556*	3
CMP 640*	Decision Support and Business Intelligence	*CMP 556*	3

CMP 675*	Knowledge Management and the Learning Organization	*None*	3
CMP 676*	Digital Document Analysis	*None*	3
CMP 678*	Special Topics Knowledge Management	*Dean's approval*	3
CMP 680	Organizational and Social Dimensions of Computing	*None*	3

* *Internship qualified course*

Elective Courses: (2 Courses – 6 Credits)

The student must select two courses from the list below or from any other specialization. Students can only enroll in the Capstone project course of their chosen specialization.

Code	Course Name	Prerequisite	Credits
CMP xxx	Elective from any specialization	*Varies*	3
CMP 551	Research Methods	*None*	3
CMP 509	Health Informatics Capstone Project	*All required courses, four specialization courses*	3
CMP 519	Enterprise Project Management Capstone Project	*All required courses, four specialization courses*	3
CMP 599	Information Assurance Capstone Project	*All required courses, four specialization courses*	3
CMP 629	Data Management Capstone Project	*All required courses, four specialization courses*	3
CMP 649	Cybersecurity Capstone Project	*All required courses, four specialization courses*	3
CMP 679	Knowledge Management Capstone Project	*All required courses, four specialization courses*	3
CMP 689	Business Intelligence and Data Analytics Capstone Project	*All required courses, four specialization courses*	3
CMP 591	Graduate Internship Level I	*All required courses, four specialization courses, Dean's approval*	3
CMP 691	Graduate Internship Level II	*All required courses, four specialization courses, Dean's approval*	3
CMP 696	Independent Study I	*Dean's approval*	3
CMP 697	Independent Study II	*Dean's approval*	3
CMP 698	Master's Thesis I	*All required courses, four specialization courses, Dean's approval*	3
CMP 699	Master's Thesis II	*CMP 698*	3
CAR 600	Career Planning & Management	*None*	3

CMP 698 and CMP 699 must be taken in concurrent semesters to complete the thesis.

NOTE: Students who wish to take a course that is offered by another graduate program outside of their major can petition to do so with permission from the instructor of the course and the Program Chair. Requests are considered based upon a student's previous academic performance including meeting the minimum attendance requirements for previous courses and maintaining satisfactory progress.

10.8.6 Pre-MSIS Program

Students who have earned their Bachelor's degree with less than 120 undergraduate credits can be given conditional admission to the MSIS program, provided they enroll in and successfully complete the remaining credits by selecting from the Bachelor of Science in Computer Science (BSCS) undergraduate courses offered at FXUA. Among the 120 required credits, the MSIS program prerequisite courses must be fulfilled. Students must consult their academic advisor or the Dean before choosing the pre- MSIS courses who will advise them on the appropriate course selections from the BSCS program while complying with MSIS program prerequisites. Successful completion of the pre-MSIS courses will allow these students to complete the undergraduate credit requirement of 120, and enter into the MSIS program.

10.9 Master of Science in Information Systems Management

The Master of Science in Information Systems Management (MSISM) has been designed to address the urgent needs of hiring managers in the information systems area with regard to the skill sets of information systems managers. The graduates will be able to manage the in-house and outsources development of information systems and perform effectively as both producer and consumer of information systems services. Program graduates will demonstrate professional competencies that will make them valuable contributors in cross-functional teams, able to keep their skills fresh as the industry develops, with a clear understanding of their roles as responsible professionals in a complex business, policy and social context. Program graduates will be responsible and ethical professionals who understand the economic, organizational, policy and social dimensions of their work in this dynamic and complex field.

10.9.1 MSISM Program Outcomes

The program objectives of the Master of Science in Information Systems Management fall in three general categories: Technical, organizational and cross-cutting knowledge, skills and dispositions. Upon completion of the program, the graduates will be able to:

1. Develop an understanding of social, ethical, information and network security, and legal aspects of technologies;
2. Design effective management information systems to address organizational needs;
3. Be prepared for leadership roles in professional practices with strengths in design, problem solving, communications and collaboration with peers;
4. Demonstrate an understanding of the major phases of the system development life-cycle;
5. Apply critical thinking and problem solving skills to synthesize managerial business decisions;
6. Describe theories, components, strategies, frameworks, models, processes and practices of the information technology governance.

10.9.2 Career Paths for Graduates

The MSISM program is designed to support both traditional and emerging career opportunities. The career paths for the MSISM graduates include the following positions at the management, director, and executive levels:

- Information systems manager
- Information systems project manager
- Information systems integrator
- Information systems security specialist
- Database administrator
- Chief technology officer
- Chief information officer
- IT consultant
- Computer systems analyst
- Cloud architect

10.9.3 Program Prerequisites

All new MSISM students need certain basic skills to succeed in the MSISM program. Students who do not have the requisite background in business administration and information technology need to take some or all of the prerequisite courses before they begin work on the Core Courses. In some cases, the program prerequisite courses may have course prerequisites to be taken before enrolling in the program prerequisite courses.

Code	Course Title	Prerequisite	Credits
CMP 120	Programming Logic	*None*	3
CMP 350	Database Concepts	*None*	3
BUSS 301	Principles of Management	*None*	3
BUSS 210	Introduction to Business	*None*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

10.9.4 Program Structure

The program consists of seven (7) required courses and five (5) elective courses. The elective courses provide the opportunity for the students to develop further competencies covered in the required courses, based on their area of interest.

Area	Number of Courses	Credits
Required Courses	7	21
Elective Courses	5	15
Total	**12**	**36**

Required Courses (7 courses – 21 credits)

Code	Course Title	Prerequisite	Credits
CMP 550	IT Infrastructure	*None*	3
CMP 551	Research Methods	*None*	3
CMP 552	Information Systems	*None*	3
CMP 553	Analysis, Modeling and Design	*None*	3
CMP 610	Managing Information System Development	*CMP 552 or CMP 553*	3
CMP 611*	Global Information System Development	*CMP 552 or CMP 553*	3
CMP 680	Organizational and Social Dimensions of Computing	*None*	3

Elective Courses (5 courses – 15 credits)

Code	Course Title	Prerequisite	Credits
CMP 556	Database Management Systems I	*CMP 350*	3
CMP 558	Network and Information Security	*CMP 550 or CMP 562*	3
CMP 560	Software Engineering	*None*	3
CMP 570	Enterprise Information Systems	*CMP 550 or CMP 556*	3
CMP 591	Graduate Internship Level I	*All required courses, Dean's approval*	3
CMP 612*	IT Project Management	*None*	3
CMP 613*	Technology and Development of E-Business	*None*	3
CMP 614*	Management Information Systems in Supply -Chain Management	*None*	3
CMP 620*	IT Governance	*None*	3
CMP 630*	Network Security Audit and Forensics	*CMP 550 or CMP 562*	3
CMP 650*	Software Design and Construction	*CMP 560*	3
CMP 672*	Special Topics in Information Systems	*Dean's approval*	3
CMP 691	Graduate Internship Level II	*All required courses, Dean's approval*	3
CMP 696	Independent Study I	*Dean's approval*	3
CMP 697	Independent Study II	*Dean's approval*	3
CMP 698	Master's Thesis I	*All required courses, academic advisor's approval*	3
CMP 699	Master's Thesis II	*CMP 698*	3
CAR 600	Career Planning & Management	*None*	3

Internship qualified course. All 600-level CMP elective courses in the MSISM program are internship eligible for the students enrolled in the MSISM program.

CMP 698 and CMP 699 must be taken in concurrent semesters to complete the thesis.

NOTE: Students who wish to take a course that is offered by another graduate program outside of their major can petition to do so with permission from the instructor of the course and the Program Chair. Requests are considered

based upon a student's previous academic performance including meeting the minimum attendance requirements for previous courses and maintaining satisfactory progress.

10.9.5 Pre-MSISM Program

Students who have earned their Bachelor's degree with less than 120 undergraduate credit hours can be given conditional admission to the MSISM program, provided they enroll in and successfully complete the remaining credit hours by selecting from the Bachelor of Science in computer science (BSCS) undergraduate courses offered at FXUA. Among the 120 required credit hours, the MSISM program prerequisite courses must be fulfilled. Students must consult their academic advisor before choosing the Pre- MSISM courses who will advise them on the appropriate course selections from the BSCS program while complying with MSISM program prerequisites. Successful completion of the Pre- MSISM courses will allow these students to complete the undergraduate credit hour requirement of 120, and enter into the program.

10.10 Master of Science in Information Technology

The Master of Science in Information Technology (MSIT) program prepares individuals for leadership roles in the IT industry. The program provides knowledge and skills across an entire range of topics related to the design and implementation of solutions aligned with business and organizational needs.

The core of the program is focused on building a foundation of critical thinking skills with which to make professional judgments, design, and implement solutions aligned with business needs. The MSIT program builds these skills through a solid understanding of theoretical methods, principles, and tools and an examination of fundamental information technology issues and processes.

Faculty with both academic and industry backgrounds also provide practical perspective. Real-world problems and opportunities with software intensive systems are explored, and methods to evaluate, adopt and take advantage of emerging technologies are studied. MSIT students will also be working closely with fellow IT professionals, completing applicable assignments and projects within teams.

10.10.1 MSIT Program Outcomes

The program objectives fall in two general categories: technical and organizational. Upon completion of the program, graduates will be able to:

1. Apply problem solving skills in web site development, web-database integration, and network and system administration.
2. Contribute to business processes through mathematical analysis, design and optimization in response to organizational needs.
3. Demonstrate understandings of privacy, security, forensics and copyright issues in professional and social environments.
4. Illustrate effective communication and collaboration skills with stakeholders.
5. Understand and develop real world IDE applications using database management concepts.
6. Develop computer and network architectural solutions for information systems and technologies.

10.10.2 Career Paths for Graduates

The MSIT program is designed to support both traditional and emerging career opportunities. The career paths for the MSIT graduates include the following positions at the experienced professional, management, director and executive levels:

- IT manager
- IT project manager
- Chief technology officer
- Chief information officer
- Database administrator
- IT consultant
- Computer systems analyst
- Cloud architect
- Information security analyst

10.10.3 Program Prerequisites

All new MSIT students need certain basic skills to succeed in the MSIT program. Students who do not have the requisite background in computing need to take some or all of the prerequisite courses before they begin work on the Core Courses. In some cases, the program prerequisite courses may have course prerequisites to be taken before enrolling in the program prerequisite courses.

Code	Course Title	Prerequisite	Credits
CMP 220	Programming II	*CMP 120*	3
CMP 260	Introduction to Operating Systems	*None*	3
CMP 270	Essentials of Networking	*None*	3
CMP 350	Database Concepts	*None*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

10.10.4 Program Structure

The program consists of seven (7) required courses and five (5) elective courses. The elective courses provide the opportunity for the students to develop further competencies covered in the required courses, based on their area of interest.

Area	Number of Courses	Credit Hours
Core courses	7	21
Elective courses	5	15
Total	**12**	**36**

Required Courses (7 courses – 21 credits)

Code	Course Title	Prerequisite	Credits
CMP 511	Computer Architecture and Implementation	*CMP 250 or CMP 260*	3
CMP 540	Information Technology Fundamentals and Management	*None*	3
CMP 553	Analysis, Modeling and Design	*None*	3
CMP 556	Database Management Systems I	*CMP 350*	3
CMP 559	Introduction to Information Assurance	*CMP 540 or CMP 550*	3
CMP 562	Computer Networks	*CMP 270*	3
CMP 663*	Web Applications Development	*CMP 553 or CMP 561*	3

**Internship qualified course*

Elective Courses (5 courses – 15 credits)

Code	Course Title	Prerequisite	Credits
CMP 558	Network & Information Security	*CMP 550 or CMP 562*	3
CMP 560	Software Engineering	*None*	3
CMP 570	Enterprise Information Systems	*CMP 550 or CMP 556*	3
CMP 620*	IT Governance	*None*	3
CMP 630*	Network Security Audit and Forensics	*CMP 550 or CMP 562*	3
CMP 641	Operating Systems	*CMP 260*	3
CMP 664*	Mobile Applications Design and Development	*CMP 553 or CMP 561*	3
CMP 674*	Special Topics in Information Technology	*Dean's approval*	3
CMP 680	Organizational and Social Dimensions of Computing	*None*	3

CMP 591	Graduate Internship Level I	*All required courses, Dean's approval*	3
CMP 691	Graduate Internship Level II	*All required courses, Dean's approval*	3
CMP 696	Independent Study	*Dean's approval*	3
CMP 697	Independent Study	*Dean's approval*	3
CMP 698	Master's Thesis I	*All core courses, dean's approval*	3
CMP 699	Master's Thesis II	*CMP 698*	3
CAR 600	Career Planning & Management	*None*	3

**Internship qualified course.*

CMP 698 and CMP 699 must be taken in concurrent semesters to complete the thesis.

NOTE: Students who wish to take a course that is offered by another graduate program outside of their major can petition to do so with permission from the instructor of the course and the Program Chair. Requests are considered based upon a student's previous academic performance including meeting the minimum attendance requirements for previous courses and maintaining satisfactory progress.

10.10.5 Pre-MSIT Program

Students who have earned their Bachelor's degree with less than 120 undergraduate credit hours can be given conditional admission to the MSIT program, provided they enroll in and successfully complete the remaining credit hours by selecting from the Bachelor of Science in Computer Science (BSCS) undergraduate courses offered at FXUA. Among the 120 required credit hours, the MSIT program prerequisite courses must be fulfilled. Students must consult their academic advisor before choosing the Pre-MSIT courses who will advise them on the appropriate course selections from the BSCS program while complying with MSIT program prerequisites. Successful completion of the Pre-MSIT courses will allow these students to complete the undergraduate credit hour requirement of 120, and enter into the program.

10.11 Master of Science in Software Engineering

The Master of Science in Software Engineering (MSSE) program prepares students to become Software Engineering professionals. Graduates are prepared to address the global need for professionals that apply computer science, engineering, and mathematical principles to design, develop, test and maintain software. The core of the program is focused on building a foundation of critical thinking skills on which to make professional judgments and solve real world problems.

This program builds these thinking skills through a solid understanding of theoretical concepts, principles, and tools; and coverage of the fundamental software development issues and processes. Topics covered include requirements engineering, software design and construction, verification, testing, maintenance, software process improvement, project management, quality assurance, etc. Faculty with both academic and industry backgrounds also provide practical perspectives. Real-world problems and opportunities with software intensive systems are explored, and methods to evaluate, adopt and take advantage of emerging technologies are learned. Students of the Master of Science in Software Engineering program will also be working closely with fellow software professionals, completing applicable assignments and projects within teams.

10.11.1 MSSE Program Outcomes

The program objectives fall in three general categories: technical, organizational and cross-cutting knowledge, skills and dispositions. Upon completion of the program, the graduates will be able to:

1. Apply object oriented software engineering to build robust software solutions and web applications;
2. Apply knowledge of formal software development concepts to processes, programming paradigms and mathematical models appropriate to different application contexts;
3. Analyze current and future trends in software engineering and adapt them appropriately to changing business needs;
4. Illustrate effective communication and collaboration skills with stakeholders;
5. Demonstrate understandings of privacy, security, forensics and copyright issues in professional and social environments;

6. Carry out requirements engineering, design and construct high quality software, software testing, maintenance, configuration and management to meet the business needs of an enterprise in a highly dynamic and competitive business environment;
7. Analyze, design, implement and test software applications that meet the business objectives of an organization using techniques such as design patterns, component-based architectures, web services, service-oriented architectures and emerging technologies.

10.11.2 Career Paths for Graduates

Graduates of the MSSE program can expect to pursue the following professional careers at the experienced professional, managerial, and executive levels:

- Software engineer
- Software architect
- Software project leader
- Software project manager
- Software designer
- Program developer
- Chief technology officer
- Chief information officer
- Software consultant
- Computer systems analyst

10.11.3 MSSE Program Prerequisites

All new MSSE students need certain basic skills to succeed in the MSSE program. Students who do not have the requisite background in computing concepts or programming need to take some or all of the prerequisite courses before they begin work on the Core Courses. In some cases, the program prerequisite courses may have course prerequisites to be taken before enrolling in the program prerequisite courses.

Code	Course Title	Prerequisite	Credits
CMP 220	Programming II	*CMP 120*	3
CMP 330	Data Structures and Algorithm Analysis	*CMP 120*	3
CMP 340	Principles of Programming Languages	*CMP 120*	3
CMP 350	Database Concepts	*None*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

Program Structure

The program consists of seven (7) required courses and five (5) elective courses. The elective courses provide the opportunity for the students to develop further competencies covered in the required courses, based on their area of interest.

Area	Number of Courses	Credit Hours
Required Courses	7	21
Elective Courses	5	15
Total	**12**	**36**

Required Courses (7 courses – 21 credits)

Code	Course Title	Prerequisite	Credits
CMP 550	IT Infrastructure	*None*	3
CMP 553	Analysis, Modeling and Design	*None*	3
CMP 560	Software Engineering	*None*	3
CMP 610	Managing Information System Development	*CMP 552/ CMP 553*	3
CMP 650*	Software Design and Construction	*CMP 560*	3
CMP 660	Issues and Trends in Software Engineering	*CMP 560*	3
CMP 669*	Software Engineering Project	*CMP 610, CMP 650*	3

Elective Courses (5 courses – 15 credits)

Code	Course Title	Prerequisite	Credits
CMP 556	Database Management Systems I	*CMP 350*	3
CMP 558	Network and Information Security	*CMP 550/CMP 562*	3
CMP 561	Design and Analysis of Algorithms	*CMP 220/330*	3
CMP 611*	Global Information System Development	*CMP 552/CMP 553*	3
CMP 621	Artificial Intelligence	*None*	3
CMP 627*	Data Mining	*CMP 556*	3
CMP 640*	Decision Support and Business Intelligence	*CMP 556*	3
CMP 661*	Software Testing	*CMP 561, CMP 650*	3
CMP 662*	Software Maintenance & Configuration Management	*CMP 650*	3
CMP 663*	Web Applications Development	*CMP 553/CMP 561*	3
CMP 664*	Mobile Applications Design and Development	*CMP 553/CMP 561*	3
CMP 673*	Special Topics in Software Engineering	*Dean's approval*	3
CMP 680	Organizational and Social Dimensions of Computing	*None*	3
CMP 591	Graduate Internship Level I	*All required courses, Dean's approval*	3
CMP 691	Graduate Internship Level II	*All required courses, Dean's approval*	3
CMP 696	Independent Study I	*Dean's approval*	3
CMP 697	Independent Study II	*Dean's approval*	3
CMP 698	Master's Thesis I	*All required courses, academic advisor's approval*	3
CMP 699	Master's Thesis II	*CMP 698*	3
CAR 600	Career Planning & Management	*None*	3

* *Internship qualified course*

CMP 698 and CMP 699 must be taken in concurrent semesters to complete the thesis.

NOTE: Students who wish to take a course that is offered by another graduate program outside of their major can petition to do so with permission from the instructor of the course and the Program Chair. Requests are considered based upon a student's previous academic performance including meeting the minimum attendance requirements for previous courses and maintaining satisfactory progress.

10.11.4 Pre-MSSE Program

Students who have earned their Bachelor's degree with less than 120 undergraduate credit hours can be given conditional admission to the MSSE program, provided they enroll in and successfully complete the remaining credit hours by selecting from the Bachelor of Science in Computer Science (BSCS) undergraduate courses offered at FXUA. Among the 120 required credit hours, the MSSE program prerequisite courses must be fulfilled. Students must consult their academic advisor before choosing the Pre-MSSE courses who will advise them on the appropriate course selections from the BSCS program while complying with MSSE program prerequisites. Successful completion of the Pre-MSSE courses will allow these students to complete the undergraduate credit hour requirement of 120, and enter into the program.

10.12 Graduate Certificate in Information Systems

The Graduate Certificate in Information Systems (GCIS) is designed to prepare students for positions in the information systems field. The curriculum is focused on gaining a better understanding of the use of information systems to enhance business processes and the decision-making process associated with them.

Information systems professionals design, implement and deploy software solutions that are the driving force in every organization. This program accommodates students just beginning to explore the field and those with a thorough understanding of computerized information systems. Practical applications are emphasized throughout the program.

The Graduate Certificate in Information Systems is the study of information systems, including their design, development, deployment, and usage in various organizations. Research in this field covers a wide range of topics including design and architecture, deployment and execution, and management of information systems and the underlying technology in organizations.

10.12.1 Program Outcomes

The Graduate Certificate in Information Systems teaches students the significance of an effective information system for any organization and the creation and execution of an information system for achieving an organization's objectives. Students will be able to use technology as a competitive advantage and understand how technology helps to achieve the key business goals of an organization. Upon the completion of the program, the students will be able to:

1. Apply knowledge of formal software development concepts to processes, programming paradigms and mathematical models appropriate to different application contexts;
2. Develop an understanding of social, ethical, information security, and legal aspects of technologies in the Computer Science field;
3. Introduce, develop, and apply database management concepts and IDE tools;
4. Adapt professional and communication skills to function effectively in both centralized and distributed software development teams;
5. Develop competency in creativity, critical thinking, problem identification, formulation and solving.

10.12.2 Career Paths for Graduates

Graduates of this program can anticipate the following types of careers at the experienced professional and managerial levels:

- System/Programmer/Business Analyst
- Database designer
- Systems manager
- Information systems director

The Graduate Certificate in IS program is generally completed within two years full time. It consists of four (4) Core Courses (12 credit hours) and two (2) Elective Courses (6 credit hours).

10.12.3 Program Prerequisites

All new students of IS Graduate Certificate program, need certain basic skills in order to succeed in the program. Students who do not have the requisite background in business administration and information technology need to take some or all of the prerequisite courses before they begin studying the Core Courses. In some cases, the program prerequisite courses may have course prerequisites to be taken before enrolling in the program prerequisite courses.

Code	Course Title	Prerequisite	Credits
CMP 350	Database Concepts	*None*	3
One of the following courses:			
CMP 330	Data Structures and Algorithm Analysis	*CMP 120*	3
CMP 340	Principles of Programming Languages	*CMP 120*	3
CMP 355	Programming with C/C++	*CMP 120*	3

These program prerequisites can be taken at the same time. In rare circumstances, students also have the option to test out of these courses or provide other evidence of content knowledge through certifications, successful completion of similar courses, or training certificates.

10.12.4 Program Structure

This certificate will be earned by completing the program course requirements of 18 credit hours, beyond the program prerequisite courses.

Area	Number of Courses	Credits
Required Courses	4	12
Elective Courses	2	6
Total	**6**	**18**

Required Courses:

The required courses provide students with the essential skills and knowledge needed by all information systems professionals. Each candidate must satisfactorily complete the following four (4) Core Courses (12 credit hours):

Code	Course Title	Prerequisite	Credits
CMP 552	Information Systems	*None*	3
CMP 553	Analysis, Modeling and Design	*None*	3
CMP 556	Database Management Systems I	*CMP 350*	3
CMP 570	Enterprise Information Systems	*CMP 550/CMP 556*	3

Elective Courses

In addition to Core Courses, students are required to choose two (2) additional Elective Courses according to their interests from the following:

Code	Course Title	Prerequisite	Credits
CMP 550	IT Infrastructure	*None*	3
CMP 558	Network and Information Security	*CMP 550/CMP 562*	3
CMP 591	Graduate Internship Level I	*All required courses, Dean's approval*	3
CMP 640*	Decision Support and Business Intelligence	*CMP 556*	3
CMP 680	Organizational and Social Dimensions of Computing	*None*	3

COURSE DESCRIPTIONS

Course credits are shown in parenthesis, e.g., (3 credits), following the course title. Credits are based on class contact (lecture) hours unless otherwise stated. Lecture courses comprise 1 credit for each 15 hours of face to face, 1 credit for each 30 hours of laboratory, and 1 credit for each 45 hours of practicum/internship. All courses are lecture courses unless otherwise indicated.

ACCT 101: Principles of Accounting (3)
Prerequisite: None
This course is an introduction to accounting concepts and procedures for an organization. The emphasis is upon the accounting cycle as well as the recording, summarizing, and interpretation of accounting information.

ACCT 305: Accounting Information Systems (3)
Prerequisite: *ACCT 101 Principles of Financial Accounting*
This course focuses on the design and analysis of automated accounting systems for businesses. It includes the examination of payroll, receivables and payables, charts of accounts, and accounting reports as well as internal control and security issues.

ACCT 600: Cost Accounting (3)
Prerequisite: None
Internship Qualified
This course focuses on developing knowledge around the principles and practices related to providing management with cost information critical to decision making. Cost accounting is a process of collecting, analyzing, summarizing and evaluating cost of delivery (products or services) with the goal of informing management around alternative decision points. Topics covered include standard costing practices, activity-based costing principles, cost-volume-profit analysis, and other key concepts relevant to the cost accounting discipline.

ACCT 601: Advanced Financial Accounting (3)
Prerequisite: MBA 511 Managerial Accounting and Finance
Internship Qualified
This course focuses on understanding the available alternatives and correct accounting for complex business transactions and business models. Topics covered include variable interest entities (e.g., joint venture accounting), merger and acquisition principles, accounting for multinational corporations, and other subject matter required in an increasingly complex business environment. Case studies are used in a highly interactive classroom environment, which allows students to explore topics in depth.

ACCT 602: International Accounting (3)
Prerequisite: MBA 511 Managerial Accounting and Finance
Internship Qualified
As activities and interests of investors, lenders, and companies become increasingly global, accounting professionals are expected to understand and communicate to management the impact of these complexities. This course focuses on developing knowledge and understanding of issues such as international financial reporting standards (IFRS), translation of foreign currency financial statements, analysis of foreign financial statements, and contrasts in multinational auditing and corporate governance. At the end of the course, students will have gained a better understanding of the implications for the accounting professional where international influences impact the daily business transactions of an organization.

ACCT 603: Contemporary Topics in Accountancy (3)
Prerequisite: None
Internship Qualified
The focus of coursework is current topics of interest in the technical accounting discipline and the general accounting, finance, and business environment. Students will explore hot button topics which impact the practice of the profession as well as the impact on business organizations. A combination of lecture, case studies, classroom interaction, and student project research and presentation will provide students the opportunity to explore contemporary topics of interest and interpret how issues may influence the practice of accounting.

ACCT 650: CPA Exam Preparation (3)

Prerequisite: Completion of all required courses of MS in Accounting curriculum
The focus of this course is to familiarize students with the CPA exam, as administered by the American Institute of Certified Public Accountants (AICPA). The overall exam administration process is reviewed and each exam section (Auditing and Attestation, Financial Accounting and Reporting, Regulation, and Business Environment and Concepts) is covered to help students understand the subject matter. Additionally, students will participate in practice exam sessions aimed at providing a self-assessment of exam readiness.

ACCT 698: Master Thesis I (3)
Prerequisite: Completion of at least five required courses and Dean's or academic advisor's approval
The thesis work can comprise basic research or a practical project. Students are encouraged to start their thesis work as early as possible. For Thesis I, the student will be asked to work with a faculty advisor to choose a suitable master's thesis topic and prepare a thesis proposal. The master's thesis project will be conducted over a period of two semesters.

ACCT 699: Master Thesis II (3)
Prerequisite: ACCT 698 Master Thesis I
This course is a continuation of Master's Thesis I. The thesis work can comprise the analysis and conclusion part of the research established in Master's Thesis I. In Thesis II, students complete the project and write the thesis.

BIOL 102: Introduction to Biology (3)
Prerequisite: None
This course will provide you with fundamental knowledge of the core concepts of biology and their applications to everyday life. Biology, the science of life, concentrates on the structure, function, distribution, adaptation, interactions, origins, and evolution of living organisms. The core concepts discussed in this course are organized into four core areas: cells, genes, evolution, and ecology. We approach this course by (1) engaging students by relating biology content to their lives and the greater society; (2) helping students understand the process of science by teaching critical thinking skills that can be used in everyday life; and (3) demonstrating how biology's broader themes – such as evolution and the relationship of structure to function – serve to unify the entire subject.

BUSS 110: Introduction to Business (3)
Prerequisite: None
This course is an introduction to the functions of business and management strategies in the areas of marketing, human resources, finance, and technology. Real-world cases are discussed to highlight business practices of organizations that students can relate to. Course activities involve students in writing, investigating, problem-solving, demonstrating, and reporting. The emphasis is upon the basic principles and practices of businesses. This course is interactive and includes hands-on activities and group discussions

BUSS 120: Principles of Management (3)
Prerequisite: None
This course helps students in examining the theory, techniques, and applications of management systems. Planning, organizing, leading, and controlling are issues addressed. Topics include environmental influences, organization design and structure, motivation, total quality management, ethics, production and international Management.

BUSS 130: Principles of Marketing (3)
Prerequisite: None
This course help students understand and appreciate the marketing concepts; how to identify, understand and satisfy the needs of customers and markets; identify the marketing mix components; explain the environmental factors which influence consumer and organizational decision-making processes; outline a marketing plan; and interpret marketing research data to forecast industry trends and meet customer demands.

BUSS 155: Seminar I (1)
Prerequisite: None

This course introduces personal skills, talents and abilities, study habits, research methodology, and other soft skills to help students go through their undergraduate studies with more success. Students will also be assisted to review the fundamental courses they have taken so far to determine which specialization they are deciding to choose in their degree program.

BUSS 200: Legal Aspect of Business (3)
Prerequisite: None
The legal system and business policies and practices are closely related. In order to succeed in business, it is essential to understand the application of the legal environment. This course is intended to introduce students to a broad range of legal issues that impact business, including the sources of United States law, and the key areas of law relevant to business. The course teaches students to think broadly about business and the rule of law.

BUSS 220: Business Ethics and Corporate Social Responsibility (3)
Prerequisite: None
This course help students understand the business philosophy which stresses in not engaging in activities that cause environmental pollution and / or exhausting finite world resources; the moral principles and standards that guide behavior in business environment; focus on wider social issues rather than merely focusing on the company's profit margins and exploring the ethical considerations that guide and inform business decisions and strategies. Students will also learn the concept of Corporate Social Responsibility (CSR) to understand and apply ethics from social, economic, and environmental perspectives.

BUSS 242: Principles of Finance (3)
Prerequisite: ECON 101 and ACCT 101
This course provides an introductory survey of the field of finance. This course examines the agents, instruments, and institutions that make up the financial system of the modern economy, such as bonds, the stock market, derivatives, and the money market. Additionally, common concepts and tools of financial analysis are introduced which include: present discounted value, option value, and the efficient markets hypothesis. The recent application of psychology to financial markets (called behavioral finance) is also discussed. Students are equipped with the background and tools they need to make their own financial decisions with greater skill and confidence. We will learn how insights from academic finance can inform and improve students' individual investing decisions.

BUSS 280: Introduction to Statistics (3)
Prerequisite: None
BUSS 280 is an introductory course in statistics designed to provide students with the basic concepts of data analysis and statistical computing. Topics discussed include displaying and describing data, the normal curve, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world. The main objective is to provide students with pragmatic tools for assessing statistical claims and conducting their own statistical analyses.

BUSS 290: Introduction to Business Analytics (3)
Prerequisite: BUSS 280
In today's competitive world, quantitative analysis is essential tool for business decision making. The objective of this course is to introduce students with basic statistical and mathematical methods and models for solving business problems and make decisions. The course will provide students with hands on skills in the application of various data analytical tools.

BUSS 300: Organizational Theory & HR Management (3)
Prerequisite: None
This course will introduce students with individual, group, and organizational issues that affect business organizations and more importantly focusing on issues that influence job performance and organizational commitment. Topics, such as motivation, organizational justice, individual differences, team dynamics, leadership, and organizational culture, will be discussed.

BUSS 306: Communities of Practice (3)
Prerequisite: None

A Community of Practice (CoP) is a collection of individuals who share a deep passion and drive for a particular problem, topic, or concern to then combine and further their collective knowledge to cultivate and foster their work. While CoPs are specifically not organizations, the need for businesses and organizations to further their internal learning and development is clearly a benefit to the organization. This course examines CoPs within organizational contexts as a means of helping the institution to become stronger as a learning organization. Students will develop a project over the semester analyzing the community/communities of practice within an organization with a focus on improving the organization's capacities.

BUSS 320: Introduction to Project Management (3)
Prerequisite: None
This course introduces the fundamental concepts and principles of project management practice from the standpoint of the manager who must organize, plan, implement, and control non-routine activities to achieve schedule, budget and performance objectives. Topics include project life cycles, project organization, project charters, work breakdown structures, responsibility matrixes, as well as basic planning, budgeting and scheduling systems. Planning and control methods such as PERT/CPM, Gantt charts and the Earned Value management system.

BUSS 325: Project Management Systems (3)
Prerequisite: None
Students who enroll in this course must possess and demonstrate appreciable pre-knowledge of the fundamental concepts, and principles of project management. This course therefore proceeds with intermediate levels of work generally conducted in the practice of project management. Students will explore the strategic decision-making processes for the creation of a project charter or work order. All lectures, discussions, and student assignments shall be directed to reinforce how a project is actually conducted, and applied to create the value proposition desired by organizational stakeholders.

BUSS 327: Leading Project Management Operations (3)
Prerequisite: None
Students who enroll in this course must possess and demonstrate appreciable pre-knowledge of the fundamental concepts, and principles of project management. This course therefore proceeds with intermediate levels of work generally conducted in the practice of project management. Students will explore the strategic decision-making processes for the creation of a project charter or work order. All lectures, discussions, and student assignments shall be directed to reinforce how a project is actually conducted, and applied to create the value proposition desired by organizational stakeholders.

BUSS 328: Foundations of Data and Information Management (3)
Prerequisite: BUSS 290
The course provides students with foundations of key concepts for establishing a comprehensive data management system and strategy for a large organization, ensuring that its operational and financial needs are efficiently, effectively, and securely addressed. The course will have an emphasis on real-case scenarios that companies face when addressing global operational and analytical data challenges. This course will also address current trends in managing business structured data as organizations move to the cloud-based computing services.

BUSS 329: Organizational Behavior (3)
Prerequisite: None
This course help students understand and appreciate human behavior in organizational settings; interface between human behavior and organization; study the ways people act within groups and apply them to make businesses operate more effectively. This course focuses on improving productivity, quality, and assisting managers to design more positive organizations.

BUSS 333: Managing Behavior and Organizations (3)
Prerequisite: None
This course focuses on how people behave in organizations and groups and how managers are using concepts and principles of organizational behaviors for an effective management. Topics include leadership, motivation, organizational culture, and roles within groups.

BUSS 338: Business Data Visualization (3)
Prerequisite: BUSS 290
In this course students will be able to design and create data visualization by using available or their own data derived from primary or secondary sources. The learning process includes data collection, organizing, modeling, creating various forms of data visualizations graphics and dashboard. Students will also learn, evaluate and demonstrate the effectiveness of visualization in business decision. Students will also be challenged to think critically through reading current and past published papers and real business visualization works. Students will create their own data visualizations and presentations.

BUSS 342: Human Resource Management (3)
Prerequisite: None
This course examines various principles, best practices, and current challenges businesses are facing as related to attracting, selecting, motivating, and keeping the most talented organizational members in today's competitive environment. Focuses on human resource management strategy, organizational staffing, employee and labor relations, and organizational safety and security. Emphasizes current legal considerations and issues.

BUSS 349: Internship in Organizational Development (3)
Prerequisite: None
Credit Hour Breakdown: 135 hours of internship
This course helps student's understandings of the key concepts of organizational development theories such as organizational climate; organizational culture and organizational strategies.

BUSS 351: Business Development (3)
Prerequisite: BUSS 110
This course helps student's understandings of the ways and means of developing business. It encompasses understanding the economic reality; explaining current trends and issues in today's environment and the starting point for entrepreneurial activities.

BUSS 362: Business Consulting (3)
Prerequisite: BUSS 110
This course is designed to provide initial overview of the consulting profession with a subsequent emphasis on organization consulting issues. Effort will be placed on developing proficiencies in a range of skills required to practice consulting. The course is relevant to those who are specifically interested in consulting careers and whose current or future jobs involve staff consulting or line management using consultants.

BUSS 364: Negotiation Essentials (3)
Prerequisite: None
This course creatively utilizes cases, role plays, and scenarios to help build skills and understanding of negotiations and organizational conflict. Students will work individually and in team negotiations, engaging in discussions, and accessing resources to enhance the ability to navigate through complex situations. Students will experience active learning through the use of case analyses and readings as well as experiencing real world negotiations from a wide range of contexts. These scenarios range some simple two-party negotiations to complex multi-party negotiations and will support the development of skills, strategies, and tactics that are applicable in work environments as well as in all facets of life. Students will learn to communicate more effectively, recognize and develop alternatives as well as overcome barriers, and utilize existing strengths in each class.

BUSS 365: Entrepreneurial Ventures (3)
Prerequisite: None
In this course students will learn the practical concepts, entrepreneurial insights, and comprehensive resources that is essential both now and in the future. It also provides the background one need to create, manage and analyze a business plan.

BUSS 366: Entrepreneurship and Innovation (3)
Prerequisite: None
This course help students understand the practices and processes that is used to manage innovation effectively; understand innovation issues from the entrepreneur and manager's perspective; understand the

management of innovation from a strategic perspective and the relationship between processes and structures for innovation in firms, the strategies for exploitation and the environment in which these must be designed e.g., competition, rate of technological change, sources of innovation.

BUSS 370: Business Change Management (3)
Prerequisite: None
This course offers an opportunity to discuss and apply principles, tools, and methods to successfully implement growth and sustainability for an organization. The objective of this course is to deliver the appropriate knowledge on the process of change management. Topics discussed in this course will include: strategies to design, implement, communicate and sustain change; techniques for mapping and assessing when and where change is needed in an organization; organizational development techniques; as well as barriers and enablers to fostering an environment conducive to change and innovation.

BUSS 371: Sustainable Business Innovation and Management (3)
Prerequisite: None
The purpose of this course is to provide students with practical information on the growing frontier of innovation and entrepreneurial activity at the nexus of business and natural systems. The term sustainable business refers to competitively advantageous strategies and practices that firms adopt to grow revenues, cut costs, improve market share, enhance brands, and redesign products and processes to reduce or eliminate adverse environmental and health impacts. Students will study the trends and science driving growing demand for clean technology and lifecycle product designs. Students will look at the drivers of corporate innovation, strategic shifts, and new markets; learn skills to identify market opportunities; and understand the tools, concepts, and frameworks used by companies currently pursuing sustainable business opportunities.

BUSS 373: Change Management and Leadership (3)
Prerequisite: None
This course help students practical, real-world understandings of several dimensions of leadership such as the nature of new realities and how one can improve insights into them and how one can identify and overcome resistance to change. As the world changes, our leadership styles and abilities also need to adapt and change. In this course we will examine the change environment and why organizations often fail at implementing change, because understanding the pathologies of change will provide the foundation that we will build upon to learn about the strategies and forces we need to understand to help us drive successful change.

BUSS 374: Entrepreneurial Marketing (3)
Prerequisite: None
In this course students will be introduced and trained about various entrepreneurial marketing concepts and applications that will increase the likelihood of successful business ventures.

BUSS 375: Corporate Entrepreneurship (3)
Prerequisite: None
In this course students will learn and see how to develop and grow organization by designing the culture, structure, strategies, and policies that encourage & support internal entrepreneurial ventures.

BUSS 376: Social Capital Innovations (3)
Prerequisite: None
This course helps students with a fundamental understanding of the theories of social capital; social structure and societal transformation. It also shed light in the areas of impacts of social capital on investment opportunities and growth.

BUSS 377: Strategic Management (3)
Prerequisite: None
The course focuses on the analyses, decisions, and actions that an organization undertakes in order to gain and maintain competitive advantage. The extensive use of case studies focuses students on diagnosis of problems and opportunities as well as the development of alternative courses of action and implementing organizational leadership and strategic management.

BUSS 378: Asset Management and Organization (3)

Prerequisite: None
This course helps students with a fundamental understanding of the principles and analytics of asset management. Students who are interested to a career in asset, portfolio, private wealth, endowment, or pension fund management will find this course very useful. A fundamental understanding of the issues in asset management, will also be helpful in other areas of finance such as investment banking, insurance, accounting and personal finance.

BUSS 379: Learning Organizations (3)
Prerequisite: None
This course helps student's understandings of learning organizations; its importance and the emerging need for learning organizations.

BUSS 380: Environmental Ethics and Compliance (3)
Prerequisite: None
This course explores the legal and regulatory structure involving the protection of the environment. Successful completion of this course is a crucial element in achieving basic competency in environmental science, policy, and planning. By its nature, the environmental compliance field is based on jargon, specialized definitions, seemingly illogical structures, and rote memorization. Nevertheless, understanding the process by which to find, interpret, and apply regulations will provide you with a valuable professional skill. In this course, students will go beyond mere factual recall of definitions and regulations. Students are expected to understand the requirements sufficiently to apply them to specific applicable-based circumstances.

BUSS 381: Environmental Politics and Policy (3)
Prerequisite: None
Environmental problems are now at the forefront of political discussions. This course examines the law, politics and policy of global environmental issues including energy, climate, biodiversity, food and water. The course aims to provide a broad view of the key concepts, actors and issues in global environmental politics. It demonstrates the complexities of both of the nature of the problems as well as the solutions. The proliferation of global institutions and international actors and the absence of central enforcement mechanisms are hallmarks of addressing environmental problems. We consider the roles of government, the private sector, NGOs, the community and consumers and other actors in environmental governance. At the end of the program students give an oral presentation and submit a medium length paper communicating their research findings and analysis.

BUSS 383: Sustainable Energy Systems (3)
Prerequisite: None
This course examines the production and consumption of energy from a systems perspective. Sustainability is examined by studying global and regional environmental impacts, economics, energy efficiency, consumption patterns and energy policy. First, the physics of energy and energy accounting methods are introduced. Next, the current energy system that encompasses resource extraction, conversion processes and end-uses are covered. Responses to current challenges such as declining fossil fuels and climate change are then explored: unconventional fossil fuels, carbon sequestration, emerging technologies (e.g., renewable sources: biomass, wind, and photovoltaics; fuel cells) and end-use efficiency and conservation.

BUSS 385: Seminar in Technological Change and Productivity (3)
Prerequisite: None
This seminar course seeks to deepen the understanding of the impact of rapid technological change on sustainable development, especially the consequences for the central principle of the 2030 Agenda of "leaving no one behind", and the implications for the science, technology and innovation community. It gives students the opportunities, to look at the role of science, technology and innovation (STI) policy vis-à-vis sustainability. It helps to identify strategies, policies and immediate actions to take to use science, technology and innovation to empower people, especially those who are vulnerable, and ensure inclusiveness and equality.

BUSS 387: Policy Making in a Global Context (3)
Prerequisite: None
This course examines the enduring and changing nature of governance from both theoretical and practical perspectives. It employs classic texts and extensive case studies to demonstrate how policy-makers seek to formulate policy and implement public policy effectively and legitimately, in the face of domestic skepticism,

evolving state structures and a fast-shifting global context so as to serve the public good. How does the modern state try to fulfill traditional functions of the state and what are some of the challenges to its traditional roles? How can a state governance best work with and mobilize civil society, non-governmental organizations and institutions of global governance? In short, what does it mean to govern well in the 21st century- and how does that translate into practical advice for policy-makers.

BUSS 388: International Economics and Politics (3)
Prerequisite: None
This course introduces international economics and politics to understand how the world works politically and economically and aims to teach comprehensive international relations. The course explains the interactions between markets and politics, the influence of markets on politics, and the influence of policy on markets. It helps analyze contemporary issues from both political and economic points of view. By the end of the course, students should have a fundamental understanding of the major theoretical approaches and key conceptual and substantive issues. The course covers popular topics such as territorial disputes, democracy, economic growth, national security, the politics of trade, monetary relations, finance, economic development, and globalization in international economics and politics

BUSS 390: Seminar II (1)
Prerequisite: BUSS 155
This course provides an opportunity for students to utilize their academic experience either through a research paper or a project with their main focus on continuing their graduate studies or applying their skills in real world cases through an employment. Students will present their research findings in a seminar.

BUSS 400: Business Decisions and Modeling (3)
Prerequisite: BUSS 350
In this course, students will learn how to evaluate data in context, developing decision models, interpret data trends, and receive an overview of decision support management techniques such as predictive modeling, risk assessment and optimization, and analytics algorithms, which will set the stage for more advanced study in subsequent courses.

BUSS 410: Contracts, Procurement, & Supply Chain Management Systems (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 510.
This course examines processes through which goods and services are acquired in the project management environment. Topics include contract and procurement strategies, legal issues, contract pricing alternatives, technical, management and commercial requirements, RFP development, source selection, invitations to bid, bid evaluation, risk assessment, and contract negotiation and administration. By the end of the course, students will have a broad overview and understanding of the procurement cycle and how it relates to contracts, projects and management

BUSS 415: Risk Management in Project Management (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 514.
This course exposes students to a variety of ways to identify, analyze, and to mitigate the full range of project risks. The course also explores the six risk management processes as outlined in the PMBOK Guide: Risk Management planning, Risk Identification, Qualitative Risk Analysis, Quantitative Risk Analysis, Risk Response Planning, and Risk Monitoring & Controlling. Using a practitioner approach, students learn risk management techniques by applying them to problems raised in case studies.

BUSS 418: Merger and Acquisitions (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 519.
The goal of this course is to familiarize students with the analytical and real-world tools necessary for effective evaluation and implementation of Merger and Acquisition (M&A) process and implementation.

BUSS 419: Venture Capital (3)
Prerequisite: BUSS 362

Special Course Notes: This course is offered as an over/under with BUSS 520.
This course helps students to understand the entire venture capital cycle; that is to say; financial and operational activities of venture capital; assessing opportunities; valuing ventures; negotiating and structuring investments; managing investments and exiting. Overall, students will gain skills, confidence and strategies to maximize venture capitalists' investment return in emerging businesses and minimize potential financial risks.

BUSS 426: Engaging Consumers in a Digital World (3)
Prerequisite: BUSS 130
In this course students will learn and see how business examine how organizations capitalize on social media and consumer-to-consumer interactions to support their marketing efforts. Students will gain the theoretical knowledge needed to create engaging content for platforms such as Facebook, Instagram, Twitter, and Snapchat, as well as the ability to identify influencers, deliver content to a targeted audience, and measure the success of the efforts.

BUSS 428: Internship in Project Management (3)
Prerequisite: None
Credit Hour Breakdown: 135 hours of internship
This course is a major field experience for the student candidate of project management education. As a practicum therefore, the goal of this course is to provide opportunity for the student to be exposed to project management work at the ground level. Presumably the student comes to this course having thoroughly understood all pertinent information of the knowledge domain, and so on, the project management framework, processes, theories, techniques, etc., this course therefore allows the student to observe, participate in, and test out how a project work is initiated, planned, implemented, validated for quality and performance, and eventually closed.

BUSS 429: Contemporary Issues in Business Process Optimization (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 529.
This course helps student's understandings of process-oriented view of the flow of materials, information, products and services through and across organizational functions. It also helps to enhance their knowledge on how to carefully analyze, document and continuously assess the efficiency and effectiveness of business process to minimize cost and maximize value creation.

BUSS 431: Leading Organizations with Positive Psychology (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 444.
In this course students will learn the professional leadership qualities that deliver personal, interpersonal, and organizational success. They will also learn positive subjective experiences and traits in the work place and positive organizations, and its application to improve the effectiveness and quality of life in organizations.

BUSS 432: Organizational Performance Measure (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 532.
This course focuses on the fundamentals of organization performance measurement. Students in this course will gain knowledge in how to select appropriate measures and implement a performance management system and use performance measures in managing towards excellence in an organization. In addition, the course will highlight the need for leadership and management acumen to ensure success in achieving meaningful, significant and lasting results.

BUSS 433: Emergent Roles of Project Management in Business (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 533.
This course helps student's understandings of the method of using emergence to elicit local knowledge, and use the integrated knowledge to manage projects more effectively. It also helps students to appreciate and value planning and implementation of project interface management program.

BUSS 435: Management and Ethical Leadership (3)

Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 535.
The purpose of this course is for students to acquire knowledge about leadership to lead and follow more effectively and ethically. The course will also assist students with the journey of self-discovery, a journey that lasts a lifetime if you choose to lead. Students will learn new ideas about leadership, strengthen important leadership skills, and discover hidden potential for leadership. Further, students will learn the value of good followership and its importance in the complicated interaction between leaders and followers. There are many more opportunities to be a follower than a leader, especially early in life. The course also explores how to recognize bad leaders and what to do, or not to do, as an exemplary follower. Students are encouraged to acquire greater sensitivity to the ethical dimensions of leadership. Learning to recognize the importance of questions of purpose and to understand leadership as a form of service to others is an important insight and a balance to one's personal ambitions.

BUSS 437: Talent Acquisition and Development (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 537.
In-depth exploration of employee skills, motivation, talent acquisition and development, with emphasis on organizational effectiveness. Also discussing how the pace and volume of recent change bring increased attention to the ways that human resource development (HRD) activities can be applied; globalization a growing base of theory, research, and practical experience to support HRD efforts.

BUSS 439: Managing in a Digital World (3)
Prerequisite: None
This course help students to understand the new digital economy; economic value of digital economy; manage to deliver in the digital world; quantitative reasoning; information technology and SMAC (social media, mobile, analytics and cloud computing) revolution. This course also helps students to apply the knowledge and run business better in today's environment and transform the nature of business in the future.

BUSS 440: Business Intelligence and Predictive Analysis (3)
Prerequisite: None
This course provides students with key methods of predictive analytics and advanced BI concepts for business decision-making context. And using real business cases and data, it illustrates to students the application and interpretation of these methods. The course will cover R Programming, trends in predictive analytics, and understanding available application programs that can be deployed within the business enterprise.

BUSS 445: Human Resource Analytics (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 545.
In this course, students will be introduced with knowledge why and how analytics are important in HR, learn and apply an analytic and process model using excel and Power BI to drive the most important data methods and techniques for organizing, analyzing and presenting for business decisions.

BUSS 447: Legal and Regulatory Environment of Business (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 547.
The legal and regulatory environment of business, emphasizing why legal duties are placed on the business community and how managers should appropriately respond to them. The course covers legal institutions, constitutional law, common law, and public law.

BUSS 448: Marketing Analytics (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 548.
In this course students will study various tools for generating marketing insights from data in market segmentation, targeting and positioning, satisfaction management, customer lifetime analysis, customer choice, product and price decisions using conjoint analysis and search analytics. This is a hands-on course based on the Marketing Engineering (Enginius) approach and Excel software that will be applied to actual

business situations. Students will develop a market analytics project by collecting and analyzing primary or secondary data.

BUSS 449: Contemporary Issues in Organizational Development (3)
Prerequisite: Minimum of 90 credits
Special Course Notes: This course is offered as an over/under with BUSS 544.
This course will introduce students with new practices and issues emerging in organizational development (OD) and the way those changes contribute to the effective practice of OD. Student will read and discuss on various cases studies to practically understand various contemporary OD issues related to business.

BUSS 450: Research and Analytical Skills (3)
Prerequisite: None
This course help students understand and apply research and analytical skills in collecting, analyzing and interpreting data in order to make sound business decisions. Students will gain insight relative to quantitative, qualitative and mixed model research methods.

BUSS 451: Development and Globalization (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 550.
This course examines processes of globalization and development by highlighting various debates over the positive and negative impact of globalization on political, economic, social development. Throughout the semester, we will grapple with a number of questions. First, who are the winners and losers of globalization? Who shapes the dominant values of and rationale for development and globalization? We will consider these 'who' questions in terms of individual, society, and country levels. Second, how do globalization and development affect each other? Does globalization promote development? If so, which countries are beneficiaries in what way? Not only will we explore the approaches to development and their outcomes, but we will also talk about how this has impacted the environment and global health. These discussions will be accompanied by comparative perspectives on the development experiences of countries in different regions of the world. In order to produce more comprehensive and compelling explanations, we will have to go up and down levels of aggregation in our readings, class discussion, and debates, from the local to the global and back again.

BUSS 453: Economics of Development (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 553.
This course covers macro and micro development models and issues. The course the larger array of development theories, models and the different aspects of economic development. It tries to cover topics related inequality, development models, and the different dimensions related to economic development like institutions, trade, education, agriculture and international aid. By doing so, the course indicates how development efforts bring adequate nutrition, health services and education.

BUSS 457: International Perspectives in Substantiable Business (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 557.
Sustainability in international business is more than simply adopting sustainable practices--it has the potential to help companies gain competitive advantage. With the growing globalization of social and economic activities worldwide, environmentalism has become a fundamental component of business practices. Many international companies now out-compete their business rivals by implementing robust environmental stewardship and corporate social responsibility programs, engaging stakeholders and by making these efforts both measurable and visible. This course examines the global business environment in the context of sustainability and explores the challenges and opportunities that the new movement toward sustainability offers multinational enterprises and the countries in which they do business

BUSS 459: Internship in Sustainable Business (3)
Prerequisite: None
Credit Hour Breakdown: 135 hours of internship
This course intends to provide students with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. The entire course outcome is designed in cooperation with

the student, the supervisor and the internship office. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experience, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields.

BUSS 461: Sustainable Business Metrics and Reporting (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 560.
The course will give students a comprehensive understanding of sustainability in organizations from an accounting perspective. It walks student through the steps for doing a sustainability assessment and aims to develop them into financial analysts and enable them to understand sustainability reports and are able to create or audit them.

BUSS 462: Product Design and Development (3)
Prerequisite: BUSS 130
Special Course Notes: This course is offered as an over/under with BUSS 562.
In this course students will learn the theories, technologies and practical applications of product design, development and management for long-term success and survival in intensively competitive global market.

BUSS 463: Contemporary Issues in Sustainable Business (3)
Prerequisite: Minimum of 90 credits
Special Course Notes: This course is offered as an over/under with BUSS 563.
This course introduces the students to current thinking and research on contemporary issues in business and provides an opportunity to develop a foundation for their future major by researching a contemporary business issue in a major business sector. Students will be expected to read, understand, and evaluate research and analysis on this issue, and demonstrate an understanding of how research and analysis affect proposed solutions or responses to the issue.

BUSS 465: Social Media Marketing (3)
Prerequisite: BUSS 130
Special Course Notes: This course is offered as an over/under with BUSS 565.
In this course students will be introduced and trained about the most effective techniques for identifying targeted marketing on the social media platforms, with emphasis on the creation of customer bases that represent a well-developed online market segments for a company.

BUSS 478: Business Risk Analysis and Optimization (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 578.
This course intends to direct students to acquaint the practical sustainable business consulting practices. It will help to direct students how to business practices gear towards improving the communities in which they operate. It will also be exposed them how to design a given consultancy work in different areas of businesses.

BUSS 479: Data Prediction and Business Optimization (3)
Prerequisite: None
This course provides students with analytical methods in predicting outcomes and future trends from existing data to help discover new relationships; to evaluate outcomes for business optimization (e.g., revenues, profits, market share, probability of making a sale, probability of losing a client, etc.) based on other historical data predictors (e.g., marketing expenditures, quality assurance investments, sales force size, etc.).

BUSS 485: International Strategy (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 485.
The course focuses on the analyses, decisions, and actions that an organization undertakes in order to gain and maintain competitive advantage. The extensive use of case studies focuses students on diagnosis of problems and opportunities as well as the development of alternative courses of action and implementing organizational leadership and strategic management.

BUSS 486: Dilemmas and Debates in Entrepreneurship (3)
Prerequisite: None
In this course students will learn the concept of dilemma; that is; an argument presenting two or more equally conclusive alternatives and vigorous debate and ultimately solutions.

BUSS 487/587: Contemporary Issues in Applying Business Analytics (3)
Prerequisite: Minimum of 90 credits
Special Course Notes: This course is offered as an over/under with BUSS 587.
This course will introduce students with new changes, new practices and issues emerging in Business Analytics (BA) and the way those changes contribute to the effective practice of BA. Student will read and discuss on various cases studies to practically understand various contemporary BA issues related to business.

BUSS 488: Internship in Business Analytics (3)
Prerequisite: None
Credit Hour Breakdown: 135 hours of internship
This course intends to provide students with an opportunity to gain knowledge and skills from a planned work experience in the Data analytics specialization. In this course student will be exposed to a real-life business problem and apply the theoretical and quantitative analytical skills to recommend solutions to the decision makers. The entire course outcome is designed in cooperation with the student, the professor, the program chair and career service of the university. Internships provide entry-level, career-related experience, and marketable skills and competencies that are highly demanded by the future employers.

BUSS 490: Consulting Project and Seminar (4)
Prerequisite: None
This course provides students with a hands-on understanding and experience related to their degree. The objective is to let students access information that will help them complete a semester-wide individual project that produces a applies skills and concepts used throughout their program. Students develop their project under the direct supervision of the faculty advisor of the course. Students are required to attend as many meetings/seminars as needed as specified by the faculty advisor.

BUSS 499/599: Contemporary Issues in Entrepreneurship (3)
Prerequisite: Minimum of 90 credits
In this course students will learn the theory of entrepreneurship and its practical implementation and contemporary issues in entrepreneurship.

BUSS 501: Descriptive Analysis and Data Visualization (3)
Prerequisite: None
Every day, there is a large amount of data produced. From this large volume of data, we can extract some interesting insights that would help decision makers to make some important decisions. This course covers, topics including the genomics of massive data, statistical analysis, concepts, and methods.

BUSS 502: Business Decision and Predictive Analysis (3)
Prerequisite: None
This course is intended for business students with a goal of providing key methods of predictive analytics and advanced BI concepts, helping business decision-making using methods of predictive analytics, and demonstrating the application and interpretation of these methods. The course will use R/python Programming languages to understand the trends in predictive analytics, that can be deployed within the business enterprise

BUSS 503: Business Intelligence Tools and Techniques (3)
Prerequisite: None
This course provides a conceptual and practical overview of analytical tools, techniques, and practices used to support date-driven decision making in an organization. It is designed to address real business analytical problems and designed to equip learners with practical skills.

BUSS 504: Advanced Business Analytics (3)
Prerequisite: BUSS 503

The amount data generated from different sources is becoming important to generate some important insights. Business Analytics as thus– is turning data into action. Its value derives fundamentally from information gaps in the economic choices of consumers and firms. Analytics unlocks this hidden value.

BUSS 506: Leadership in Organization (3)
Prerequisite: None
This course examines leadership in organizations based on the research literature, where selected approaches to leadership are discussed and assessed how they can be used to improve leadership in real situations.

BUSS 507: Leadership in Development (3)
Prerequisite: None
This course examines the leadership development process and the elements that comprise leadership development efforts. It includes a focus on the leader, follower, and the context in which they have been, are, and will be interacting.

BUSS 509: Social Entrepreneurs (3)
Prerequisite: None
The amount data generated from different sources is becoming important to generate some important insights. Business Analytics as thus– is turning data into action. Its value derives fundamentally from information gaps in the economic choices of consumers and firms. Analytics unlocks this hidden value.

BUSS 510: Contracts, Procurement, & Supply Chain Management Systems (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 410.
This course examines processes through which goods and services are acquired in the project management environment. Topics include contract and procurement strategies, legal issues, contract pricing alternatives, technical, management and commercial requirements, RFP development, source selection, invitations to bid, bid evaluation, risk assessment, and contract negotiation and administration. By the end of the course, students will have a broad overview and understanding of the procurement cycle and how it relates to contracts, projects, and management.

BUSS 513: Quantitative Analysis of Sustainable Development (3)
Prerequisite: None
This course is designed to provide a general overview of quantitative tools used to analyze sustainability. In addition, this course will explore tools such as risk assessment and other metrics to understand different business problems. Additionally, this course will delve into issues surrounding greenhouse gas quantification, discussing the core quantitative methods for measuring emissions while also touching on protocol and policy frameworks that enable the application and verification of these measurements.

BUSS 514: Risk Management in Project Management (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 415.
This course exposes students to a variety of ways to identify, analyze, and to mitigate the full range of project risks. The course also explores the six risk management processes as outlined in the PMBOK Guide: Risk Management planning, Risk Identification, Qualitative Risk Analysis, Quantitative Risk Analysis, Risk Response Planning, and Risk Monitoring & Controlling. Using a practitioner approach, students learn risk management techniques by applying them to problems raised in case studies.

BUSS 516: Sustainable Business and Financing (3)
Prerequisite: None
This course provides an insight in the sustainability challenges and the accompanying link to finance different sustainability options. Traditional finance system failed to provide a prudent solution to problems related to sustainability financing. Because it primarily focuses on financial return and regards the financial sector as separate from the society of which it is part and the environment in which it is embedded. As a result, sustainable finance options need to be targeted and a financial strategy that considers social, and environmental returns in combination should join the market.

BUSS 517: Digital Social Innovations (3)
Prerequisite: None
This course intends to introduce learners to the strategies and processes of social innovation and social change. Learners will gain knowledge of strategies of change including the innovative activities of social and political entrepreneurs, activists, organizations, and social movements. As part of this course, students will get a chance to examine several individuals and groups who have catalyzed important positive social change through different organizational platforms –in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course students will examine social innovation through case studies, best practice analyses, and relevant readings.

BUSS 518: Merger and Acquisitions (3)
Prerequisite: None
This course is designed to help students understand the analysis and design of M&A deals. It covers best practices in the field of M&A and highlights how they can be applied.

BUSS 519: Venture Capital (3)
Prerequisite: None for new Graduate students; for Undergraduate students must have taken BUSS 362
Special Course Notes: This course is offered as an over/under with BUSS 419.
This course sheds light on student's understandings of the venture capital process; that is; from raising funds and structuring investments to assessing exit pathways. Students who wanted to pursue a career in venture capital will find this course especially useful.

BUSS 521: Human Behavior and Learning in Organizations (3)
Prerequisite: None
The study of organizational behavior encompasses the behavior of individual organization members and groups within organizations; the myriad of organizational processes, dynamics, and conditions of the organization as a whole; and the ways in which all these factors interrelate. This course helps students develop conceptual, diagnostic, and personal skills for dealing with human interaction in complex organizations with diverse workforces. We will take a systems approach to the material, finding in systems theories the common framework that links organizational processes and dynamics at the individual, group, and organizational levels. We will compare behavioral theories and deal with a range of topics, including individual development and motivation, group and team development and dynamics, communication, leadership, conflict, power/politics, culture, diversity, creativity, ethics, decision-making, and the organizational psyche.

BUSS 522: Organizational Change (3)
Prerequisite: None
This course explores theories and concepts which explain how to gain acceptance and buy-in for change management initiatives within organizations. If management and employees accept these changes, the impact will be beneficial and less disruptive to daily operations. Whether the change is as small as the implementation of a new financial system or as big as a plant move across the country, the implementation process necessitates planning and communication to ensure success.

BUSS 527: Emergent Roles of Project Management in Business (3)
Prerequisite: None
This course presents and sensitizes students to the changing dynamics in the practice of project management into the foreseeable future. It exposes students to a variety of ways to identify. The premise is that the practice of business – particularly project management will respond to changes in the marketplaces which often are impacted by consumer and industry special needs, hence requiring different skills for project managers to deliver unique products and services in different modalities. Change management and appreciation of technology will play significant parts of this course, using a practitioner approach, students will learn how new risks must be handled by the project management in h/her new assignments.

BUSS 529: Contemporary Issues in Business Process Optimization (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 429.

This course helps student's understandings of process-oriented view of the flow of materials, information, products and services through and across organizational functions. It also helps to enhance their knowledge on how to carefully analyze, document and continuously assess the efficiency and effectiveness of business process to minimize cost and maximize value creation.

BUSS 532: Organizational Performance Measure (3)
Prerequisite: None
This course introduces the student to key concepts and techniques to analyze, manage and improve organizational work and performance, with emphasis on the management of Assets, Resources, value creation, funding, and the development of internal culture behavior, and long-term sustainability. Students would need to understand how to create or develop strategic objectives and manage implementation of programs and projects to attain outcomes, supply chain processes for different industries and markets. Topics include Strategic management, Managerial Accounting Project Management, Risk, Marketing, and Quality management.

BUSS 535: Management and Ethical Leadership (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 435.
The purpose of this course is for students to acquire knowledge about leadership to lead and follow more effectively and ethically. The course will also assist students with the journey of self-discovery, a journey that lasts a lifetime if you choose to lead. Students will learn new ideas about leadership, strengthen important leadership skills, and discover hidden potential for leadership. Further, students will learn the value of good followership and its importance in the complicated interaction between leaders and followers. There are many more opportunities to be a follower than a leader, especially early in life. The course also explores how to recognize bad leaders and what to do, or not to do, as an exemplary follower. Students are encouraged to acquire greater sensitivity to the ethical dimensions of leadership. Learning to recognize the importance of questions of purpose and to understand leadership as a form of service to others is an important insight and a balance to one's personal ambitions.

BUSS 537: Talent Acquisition and Development (3)
Prerequisite: None
In-depth exploration of employee skills, motivation, talent acquisition and development, with emphasis on organizational effectiveness. Also discussing how the pace and volume of recent change bring increased attention to the ways that human resource development (HRD) activities can be applied; globalization a growing base of theory, research, and practical experience to support HRD efforts.

BUSS 541: Principles and Practice of Human Resources (3)
Prerequisite: None
In-depth exploration of the use of individuals to achieve organizational objectives; dealing with human resource matters face a multitude of challenges, ranging from a constantly changing workforce to ever-present government regulations, rights and responsibilities, a technological revolution, the world economy, global competition, that will lead to overall success of the organization.

BUSS 542: Strategic Change (3)
Prerequisite: None
Strategic Management is an integrative 'near-capstone' course that seeks to provide a comprehensive look at organizations. Although it will draw upon many of the business courses that you have been exposed to, it does go beyond merely tying together the various functional courses you have had. Using the fundamentals in various areas such as accounting, marketing, finance and management, operations, and management information systems, several contemporary theories and practices of organizations will be explored. Many notable topics such as environmental scanning, corporate response to environmental change and sustainability, strategic and ethical behavior, industry analysis, and globalization of businesses will be addressed.

BUSS 543: Finance for HR Professionals (3)
Prerequisite: None

This course helps HR students in acquiring a fundamental understanding of finance. Human Resource Professionals need to understand finance to collaborate and work well with company leadership and to persuade them to enact HR initiatives that increase employee productivity and drive organizational performance. Skills in finance are essential ones that help improve in promoting organizational goals and improve the bottom line. HR professionals will find this course very useful.

BUSS 545: Human Resource Analytics (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 449.
In this course, students will be introduced to the knowledge of why and how analytics are important in HR, learn and apply an analytic and process model using excel and Power BI to drive the most important data methods and techniques for organizing, analyzing, and presenting for business decisions. Students will be able to analyze real business human resource problems and submit recommendations helpful for decision-makers.

BUSS 549: Contemporary Issues in Organizational Development (3)
Prerequisite: None for new Graduate students; for Undergraduate students must have a minimum of 90 credits
Special Course Notes: This course is offered as an over/under with BUSS 449.
Contemporary Issues is devoted to studying the historical origins and development of domestic and foreign political and social problems that confront contemporary humanity. Possibilities include regional studies (ex. AIDS in Africa or the state-of-affairs in the Middle East), as well as issues of global concern such as North-South relations, environmental issues, the war on terror, world poverty, sustainable development, and global economic development. Specific topics to explore will be developed in conjunction with the students according to their interests and needs.

BUSS 544: Human Resource in Global Economy (3)
Prerequisite: None
This course sheds light on student's understandings of human resource management (HRM) more broadly across countries, cultures, institutions, and organizational types. This course help students to explore and understand the key concepts and latest research behind the strategic management of people in organizations that operate in a global context.

BUSS 546: Organizational Lifecycles and HR Applications (3)
Prerequisite: None
In-depth look at traditional view of human resource management and the present view; the challenges faced by human resource managers in the modern world while promoting employee engagement.

BUSS 547: Legal and Regulatory Environment of Business (3)
Prerequisite: BUSS 220
Special Course Notes: This course is offered as an over/under with BUSS 447.
The legal and regulatory environment of business, emphasizing why legal duties are placed on the business community and how managers should appropriately respond to them. The course covers legal institutions, constitutional law, common law, and public law.

BUSS 548: Marketing Analysis (3)
Prerequisite: None
In this course students will study various tools for generating marketing insights from data in market segmentation, targeting and positioning, satisfaction management, customer lifetime analysis, customer choice, product and price decisions using conjoint analysis and search analytics. This is a hands-on course based on the Marketing Engineering (Enginius) approach and Excel software that will be applied to actual business situations. Students will develop a market analytics project by collecting and analyzing primary or secondary data. Students will be able to analyze real business marketing problems and submit recommendations helpful for decision makers.

BUSS 551: Development and Globalization (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 441.

This course intends to provide a comprehensive overview of globalization and development. It examines processes of globalization and development through a comparative historical lens. The course gives a particular attention to processes of development in Asia, Africa, and Latin America. A set of questions about these processes will guide our inquiries towards globalizations and development.

BUSS 552: HR Change Management (3)
Prerequisite: None
The course explores different ways to manage change in today's world with special emphasis on individual, team, and at organizational level. In-depth discussion on the issues that cause success or failures in change management and looking at ways to address resisters and promote active participants.

BUSS 553: Economic Development (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 453.
This course covers macro and micro development models and issues. The course the larger array of development theories, models, and the different aspects of economic development. It tries to cover topics related inequality, development models, and the different dimensions related to economic development like institutions, trade, education, agriculture, and international aid. By doing so, the course indicates how development efforts bring adequate nutrition, health services and education.

BUSS 554: Human Resources Across Organizations (3)
Prerequisite: None
In-depth understanding of the evolution of this field of human resources and how each of us can play a role in shaping its future. From leveraging policy to operationalizing culture to having fun with data, the course will focus on practical, actionable approaches to catalyze change – within the organization, career development, and the workplace at large.

BUSS 557: International Perspectives in Sustainable Business (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 557.
Sustainability in international business is more than simply adopting sustainable practices--it has the potential to help companies gain competitive advantage. With the growing globalization of social and economic activities worldwide, environmentalism has become a fundamental component of business practices. Many international companies now out-compete their business rivals by implementing robust environmental stewardship and corporate social responsibility programs, engaging stakeholders and by making these efforts both measurable and visible. This course examines the global business environment in the context of sustainability and explores the challenges and opportunities that the new movement toward sustainability offers multinational enterprises and the countries in which they do business.

BUSS 558: Marketing Analytics (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 448.
In this course students will study various tools for generating marketing insights from data in market segmentation, targeting and positioning, satisfaction management, customer lifetime analysis, customer choice, product and price decisions using conjoint analysis and search analytics. This is a hands-on course based on the Marketing Engineering (Enginius) approach and Excel software that will be applied to actual business situations. Students will develop a market analytics project by collecting and analyzing primary or secondary data.

BUSS 561: Sustainable Business Metrics and Reporting (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 461.
The course will give students a comprehensive understanding of sustainability in organizations from an accounting perspective. It walks student through the steps for doing a sustainability assessment and aims to develop them into financial analysts and enable them to understand sustainability reports and can create or audit them.

BUSS 562: Product Design and Development (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 462.
In this course students will learn the theories, technologies and practical applications of product design, development and management for long-term success and survival in intensively competitive global market.

BUSS 563: Contemporary Issues in Sustainable Business (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 463.
This course introduces the students to current thinking and research on contemporary issues in business and provides an opportunity to develop a foundation for their future major by researching a contemporary business issue in a major business sector. Students will be expected to read, understand, and evaluate research and analysis on this issue, and demonstrate an understanding of how research and analysis affect proposed solutions or responses to the issue.

BUSS 565: Social Media Marketing (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 465.
This course sheds light on student's understandings of the use of social media and social networks to market products and services; ways to engage with existing customers and how to reach out to new customers. Students will also learn the different types of social media platforms.

BUSS 566: New Venture Management (3)
Prerequisite: None
This course sheds light on student's understandings of entrepreneurship that transforms an idea into an effective and value-creating venture in the real world. In creating effective ventures, entrepreneurs not only bring together products/services and markets, but often also create the products and markets as part of the entrepreneurial process; that is; all ideas oriented towards the formation of a venture that creates value by bringing people and resources together. In this course students will be exposed to a broad overview of key issues to consider in the entrepreneurial process.

BUSS 571: Introduction to New Ventures (3)
Prerequisite: None
Students in this course will learn concepts such as new venture creation; screening techniques that will address the new venture value proposition; models for new venture development which include consideration of the resourcing requirements, the competitive landscape, team development and future strategies will be covered in greater depth/

BUSS 572: Venture Initiation (3)
Prerequisite: None
Students in this course will learn the core concepts of entrepreneurship in an easy-to-follow, logical sequence. Topics covered included: Venture Initiation; Venture Management and Venture Development. This course will enable students to understand & appreciate how new venture are initiated and financed. They will also hone their knowledge in applying functional skills (marketing, finance, accounting etc.

BUSS 573: Cases in Feasibility Analysis (3)
Prerequisite: None
This course helps students in developing the analytical, conceptual, and practical skills that is required to test the feasibility of a new business concept: identifying, evaluating, and determining whether to exploit an entrepreneurial opportunity. This course requires students to think critically about business concepts.

BUSS 578: Business Risk Analysis and Optimization (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 478.
In the competitive business world, using data to its best advantage becomes very essential. In this course, students will learn how to utilize internal and external data to measure, analyze and predict operational risks business are encountering beside financial, market and credit risks. In this course students develop their ability to identify macro and micro level risk and evaluate risk management programs, policies, and strategies.

Students will be able to analyze real business optimization problems and submit recommendations helpful for decision makers.

BUSS 580: Operations Management and Analysis (3)
Prerequisite: None
This course is designed to provide students with an introduction to the field of operations management. It provides a clear presentation of the concepts, tools, and applications of the field of operations management.

BUSS 581: Supply Chain and Logistic Management (3)
Prerequisite: None
This course explores the full range of modular implementations – about eight in total, often considered by businesses intending for industry dominance through highly efficient superior resource and operational efficiencies. Topics include contract and procurement strategies, legal issues, contract pricing alternatives, technical, management and commercial requirements, RFP development, source selection, invitations to bid, bid evaluation, risk assessment, and contract negotiation and administration.

BUSS 582: Quantitative Analysis for Decision Making (3)
Prerequisite: BUSS 220
This course sheds light on student's understandings of quantitative analysis for decision making. Student's will also be able to analyze and use the quantitative information for sound business decisions. The various topics covered in this course such as Multi-Criteria Decision Analysis & Data Mining will enhance student's skills in this area.

BUSS 583: Project and Operation Management Seminar (3)
Prerequisite: None
This course guides students through fundamental project management concepts and behavioral skills needed to successfully launch, lead, and realize benefits from projects in profit and nonprofit organizations. Successful project managers skillfully manage their resources, schedules, risks, and scope to produce a desired outcome. Students will explore operational concepts and analytic methods that are useful in understanding the management of a firm's operations. Special emphasis will be placed on familiarizing the student with the problems and issues confronting operations managers and providing the student with language, concepts, insights and tools to deal with these issues in order to gain competitive advantage through operations.

BUSS 584: Administration of Service Operations (3)
Prerequisite: None
This course is designed to provide students with an introduction to the administration of service operations. It provides a clear presentation of the concepts, tools, and applications of the field of service operations.

BUSS 585: International Strategy (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 485.
This course sheds light on student's understandings of international business theory and practice from an international business perspective. This course also helps student's understandings of the practical tools and theoretical knowledge as it related to international trade and the exploration of practical issues faced by business managers in international business situations.

BUSS 587: Contemporary Issues in Applying Business Analytics (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with BUSS 487.
This course will introduce students with new practices and issues emerging in Business Analytics (BA) and the way those changes contribute to the effective practice of BA. Student will read and discuss on various cases studies to practically understand various contemporary BA issues related to business.

BUSS 588: Ethical Dilemma of Business Analytics (3)
Prerequisite: None
In this course concerns about the access of consumers' and institutions' private information without conscious knowledge and approval; and violation of the freedom of individuals because the big data analytics is depriving

them to make their own decisions will be discussed and analyzed. Moreover, infringement and theft of intellectual property right that leads to denying people and institutions the right to their ideas and innovations will be debated. Government policies and regulations toward controlling such violations will be reviewed.

BUSS 599: Contemporary Issues in Entrepreneurship (3)
Prerequisite: Minimum of 90 credits
Special Course Notes: This course is offered as an over/under with BUSS 499.
In this course students will learn the theory of entrepreneurship and its practical implementation and contemporary issues in entrepreneurship.

BUSS 600: Consulting and HR Application (3)
Prerequisite: None
This course sheds light on student's understandings of thinking beyond training (why training); identifying the root causes of performance gaps; selecting and implementing performance consulting strategies by considering both internal work environment and external organizational environment.

BUSS 601: Operational Analytics (3)
Prerequisite: None
This course focuses on the operations management challenges faced by [production and service companies of various industries through business cases and analytics exercises. Particular attention is given on incorporating data-driven decision making into companies' complex processes and the challenges involved in coordinating different decision areas of production & service operations, forecasting, sales, supply chain, inventories, queueing techniques, quality assurance, project scheduling and reliability/ maintainability across the firm.

BUSS 604: Internship in Business Analytics (3)
Prerequisite: None
Credit Hour Breakdown: 135 hours of internship
This course intends to provide students with an opportunity to gain knowledge and skills from a planned work experience in the Data analytics specialization. In this course student will be exposed to a real-life business problem and apply the theoretical and quantitative analytical skills to recommend solutions to the decision makers. The entire course outcome is designed in cooperation with the student, the professor, the program chair and career service of the university. Internships provide entry-level, career-related experience, and marketable skills and competencies that are highly demanded by the future employers. At the end of the internship, students will be able to prepare a report about the experience and skills they gained during their stay in their externship.

BUSS 605: Capstone in Business Analytics (3)
Prerequisite: Completion of 4 specialization courses
This capstone course is providing opportunity for students in Master of Business Analytics program to integrate and apply business analytics skills and knowledges they gained from previous courses to solve real business problems. The objective is to let student access information and large data that will help them complete a semester wide individual project that produces a business analytics report. This is a self- directed course where the instructor role is to provide advice, suggestions, and guidance on the project. Students are required to meet weekly to exchange information about the status of their project, to read and discuss on various research works and publications.

BUSS 621: Organization Learning (3)
Prerequisite: None
The Organizational Leadership will assist with your preparation to be an innovative leader for employment in an increasingly diverse technological and global society. This course develops practical workplace competencies that meet current and future challenges. The coursework focuses on team building, ethical decision making, enhanced communication skills, critical thinking, and people skills.

BUSS 624: Global Leadership (3)
Prerequisite: None
This course focuses on understanding leadership and followership in an international context, providing both theoretical framework and practical advice for leading across cultural boundaries and addressing international

challenges. We will enjoy a comprehensive examination of the psychological, social, and cultural factors that underlie expectations, preferences, and judged effectiveness of leadership practices and styles in organizations and work groups in the major cultural regions of the world. The course will focus on the development of the students' ability to think critically about the complexity of the direct, indirect, and interactive impact of these factors on leading within multinational organizations that operate worldwide.

BUSS 626: Globalization and Organizational Development (3)
Prerequisite: None
This course deals with human behavior in a variety of organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to each topic. Topics include communications, motivation, group dynamics, leadership, power, organizational design and development, and organizational culture. Class sessions and assignments are intended to help participants acquire the skills that managers need to improve organizational relationships and performance.

BUSS 632: International and Multicultural Issues in Organizations (3)
Prerequisite: None
This course deals learning and understanding the key frameworks for the complex dynamics of diversity and inclusion in organizations at the individual, group, and organizational levels and for improving how people with diverse identities and from different cultures can best function and lead together at work, in ways that are mutually beneficial? What competencies and interventions help foster inclusive and equitable practices in multicultural groups and organizational systems? This brief course uses an experiential and dialogic approach to explore these and related questions from the perspective of social science—particularly organizational psychology and diversity sciences—as well as applied practice.

BUSS 635: Internship in Organization Development (3)
Prerequisite: None
Credit Hour Breakdown: 135 hours of internship
This course is designed to expose business students to real life experience. Instructor & students will collaborate to get an opportunity for the students to work (internship) in an area company, and to experience first-hand what challenges companies are struggling with in getting their products and services to market and what opportunities they have in getting their products and services to market. The internship will both focus on the specific challenges & opportunities faced by your assigned company, and its competitors in their respective spaces. Furthermore, the internship will give you the opportunity to build a network in your area, and to transfer some of your learnings and observations to your future endeavors.

BUSS 640: Capstone in Organization Development (3)
Prerequisite: Completion of 4 specialization courses
This course sheds light on student's understandings of human resource management (HRM) more broadly across countries, cultures, institutions, and organizational types. This course help students to explore and understand the key concepts and latest research behind the strategic management of people in organizations that operate in a global context.

BUSS 641: Capstone in HR Management (3)
Prerequisite: Completion of 4 specialization courses
This course sheds light on student's understandings of human resource management (HRM) more broadly across countries, cultures, institutions, and organizational types. This course help students to explore and understand the key concepts and latest research behind the strategic management of people in organizations that operate in a global context.

BUSS 649: Organizational Leadership, Team Effectiveness and Communications (3)
Prerequisite: None
These themes are strategic thinking, entrepreneurial thinking, and active management. Strategy, for instance, is explicitly concerned with the determinants of superior company performance. We treat performance using the notion of the triple bottom line—the idea that economic/financial performance allows individuals and organizations to perform positively in social and environmental ways as well.

BUSS 650: Employment and Labor Law (3)

Prerequisite: None
This course is designed to provide students with a basic understanding of both labor and employment law. The course will examine the roles and responsibilities of unions and employers, as well as specific employment issues – such as discrimination based on sex, age, or disability – relevant to employers and employees alike. A comprehensive study of collective bargaining; the negotiation process and the scope of labor contracts to include the day-to-day administration of contracts; the major substantive issues in bargaining to include their implication for public policy; and the problem of dealing with labor conflict. Students will read court decisions, prepare written answers to questions about those decisions, and answer hypothetical questions both in writing and in open class discussion.

BUSS 652: Strategic Human Capital Development (3)
Prerequisite: None
In-depth exploration of how adopting a strategic view of HR, in large part, involves considering employees as human "assets" and developing appropriate policies and programs as investments in these assets to increase their value to the organization and the marketplace. Looking at strategic issues related to staffing, training, performance management, compensation, labor relations, employee separation, and managing a global workforce.

BUSS 653: Internship in HR Management (3)
Prerequisite: None
Credit Hour Breakdown: 135 hours of internship
This course is designed to expose business students to real life experience. Instructor & students will collaborate to get an opportunity for the students to work (internship) in an area company, and to experience first-hand what challenges companies are struggling with in getting their products and services to market and what opportunities they have in getting their products and services to market. The internship will both focus on the specific challenges & opportunities faced by your assigned company, and its competitors in their respective spaces. Furthermore, the internship will give you the opportunity to build a network in your area, and to transfer some of your learnings and observations to your future endeavors.

BUSS 656: Workplace Ethics (3)
Prerequisite: None
Explores the role of individual, business, and government activities related to ethically responsible commerce and socially beneficial business activity. Analyze the concepts of business ethics from a personal and an organization perspective. Assess the ethical issues facing business leaders.

BUSS 665: Strategic Planning for Sustainability (3)
Prerequisite: None
Issues related to strategic planning and management are central in sustainability studies. Business is concerned about making money, while sustainability issues are about protecting the planet. The traditional approaches used in measuring business performance took quite short time as compared to sustainability. Environmental stewardship and sustainability are seen very skeptically by some executives and often they don't account in their cost considerations. This course is designed to create the future business executives who are sensitive to matters related to sustainability.

BUSS 667: Technology Commercialization (3)
Prerequisite: None
This course is designed to give students a thorough understanding of the technology commercialization process, from invention to market entry. Students will learn about the invention, development, acquisition, management, and exploitation of intellectual property in all areas of technology.

BUSS 668: Entrepreneurship in Innovative Industries (3)
Prerequisite: None
Students in this course will learn the techniques of new venture creation in the innovative industries. The course will also provide an overview of the breadth and makeup of the industry, the challenges that new entrants into this industry face and their opportunities for successful new venture creation. This course examines entrepreneurship in an industry that creates technical goods and services, as well as consumer products and services, based on innovations.

BUSS 669: Entrepreneurship in eCommerce (3)
Prerequisite: None
Students in this course will learn the concept of E-Commerce & E-Business; the difference between traditional & electronic business; the various functions of eCommerce and the different types of ISP. This course also covers E-Commerce Applications & the role of technology in brand building of the product in E-Commerce.

BUSS 670: Theory and Practice of Diversity, Equity & Inclusiveness (3)
Prerequisite: None
In-depth study of the organizational emphasis on diversity and inclusion with special emphasis on recruitment and selection; promotional prospects; compliance with Title VII, and the benefits of having a diverse workforce.

BUSS 671: Corporate Entrepreneurship (3)
Prerequisite: None
Students in this course will gain knowledge relative to corporate entrepreneurship; that is; the practice of employing entrepreneurial skills and approaches within an organization. Students will also enhance their skills by learning what should business need to do to be more entrepreneurial; that is; to achieve and sustain a true competitive advantage in today's global business environment, companies must be faster, more creative, nimble, flexible and innovative. Also, hence resource availability may be limited or non-existent to support new innovations and initiatives, business need to be more entrepreneurial.

BUSS 672: Entrepreneurial Mindset (3)
Prerequisite: None
Students in this course will gain knowledge regarding the five entrepreneurial mindsets. They will also learn the way of thinking that enables one to overcome challenges, be decisive, and accept responsibility for his or her outcomes. This course also helps students in learning a set of skills that enable one to identify and make the most.

BUSS 673: Social Entrepreneurship (3)
Prerequisite: None
This course is designed for students who want to explore social enterprise start-ups, as well as those students who are just curious about the field and want to learn more about entrepreneurship and explore career opportunities. Students will learn the requisite knowledge and skills to develop their own business feasibility plan that explores starting a new social venture, nonprofit or commercial enterprise.

BUSS 675: Sustainable Energy Systems (3)
Prerequisite: None
This course examines the production and consumption of energy from a systems perspective. Sustainability is examined by studying global and regional environmental impacts, economics, energy efficiency, consumption patterns and energy policy. First, the physics of energy and energy accounting methods are introduced. Next, the current energy system that encompasses resource extraction, conversion processes and end-uses are covered. Responses to current challenges such as declining fossil fuels and climate change are then explored: unconventional fossil fuels, carbon sequestration, emerging technologies (e.g., renewable sources: biomass, wind, and photovoltaics; fuel cells) and end-use efficiency and conservation.

BUSS 676: Internship in Entrepreneurship (3)
Prerequisite: None
Credit Hour Breakdown: 135 hours of internship
This course is designed to expose business students to real life experience. Instructor & students will collaborate to get an opportunity for the students to work (internship) in an area Startup, and to experience first-hand what challenges young companies are struggling with in getting their products and services to market. The internship will both focus on the specific challenges & opportunities faced by your assigned company, and its competitors in their respective spaces. Furthermore, the internship will give you the opportunity to build a network in your area, and to transfer some of your learnings and observations to your future endeavors.

BUSS 680: Internship in Sustainable Business (3)
Prerequisite: None

Credit Hour Breakdown: 135 hours of internship
This course intends to provide students with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. The entire course outcome is designed in cooperation with the student, the supervisor, and the internship office. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experience, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields.

BUSS 685: Optimality of Project Financing (3)
Prerequisite: None
This course sheds light on student's understandings of the rationale for project financing; preparation of the financial plan; assessing the risks; designing the financing mix; and raising the funds. The course helps student's understandings on how to apply the analytical techniques step by step.

BUSS 686: Managing Multinational Operations (3)
Prerequisite: None
This course will focus on practical managerial challenges faced by multinational corporations, such as managing organizational complexity, international strategic communications, mergers and acquisitions, international human resource assignments, political risk, corporate diplomacy and government relationships, innovation in multinational corporations, technology, and cross-culture management, among others.

BUSS 687: Emerging Challenges in Business Optimization and Technologies (3)
Prerequisite: None
Globalization presents central opportunities and challenges for business growth. Whether a firm seeks new markets for its products, lower-cost production opportunities, or high-yield investment vehicles, many of the most attractive opportunities internationally lie in "emerging markets" in Asia, Latin America, Africa, and elsewhere. At the same time, these business environments present special risks and challenges. Achieving competitive advantage in emerging markets depends on the firm's ability to manage the risks posed by weak legal systems, which limit the enforceability of contracts and property rights while amplifying the challenges of corruption, as well as managing through the macroeconomic, trade policy, and political regime shocks that regularly visit emerging market environments.

BUSS 688: Resource Optimizations Techniques (3)
Prerequisite: None
This course presents students with updated modalities in modern approaches to achieving maximum enterprise returns on investment. Efficient Asset allocation, among other organizational performance metrics, is useful but often insufficient to emergent dynamics from the marketplace. Effective organizations are known to pay intense emphasis on building value for the organization through the mastering of resource allocation techniques which produce significant differences between cost abatement and profit margins.

BUSS 689: Internship in Business Optimization (3)
Prerequisite: None
Credit Hour Breakdown: 135 hours of internship
This course is a final major field experience validation for the student candidate of business management education. As a practicum therefore, the goal of this course is to provide opportunity for the graduating student to be exposed to organizational leadership shadow opportunities in which the students demonstrate not just all previous courses taken project management work at the ground and intermediate and senior levels.

BUSS 690: Capstone in Business Optimization (3)
Prerequisite: Completion of 4 specialization courses
The student's Capstone in Business Optimization is designed to demonstrate your accumulated learning in Business Development in a single original project of your choice, subject to the instructor's approval and under the additional supervision of a faculty mentor. You will present a thesis of no less than 20 words and no more than 25 words. This will NOT include cover page, reference pages. You will be required to have at least 10 reference peer-reviewed scholarly sources. The completed thesis or project should bring together and culminate your cognitive and intellectual growth in business and the overall academic learning experience. As you consider your research project, you will also be engaging in culminating the learning from the Business Optimization program.

BUSS 691: Capstone in Entrepreneurship (3)
Prerequisite: Completion of 4 specialization courses
This course sheds light on student's understandings of business optimizations. The course covers many practical applications of optimization models as well as a systematic framework that illuminates the common structures found in many successful models. With focused coverage on linear programming, nonlinear programming, integer programming, and heuristic programming.

BUSS 693: Social Capital Innovation and Investment (3)
Prerequisite: None
This course sheds light on student's understandings of social entrepreneurship & early social entrepreneurship; the funders & new philanthropy; technology as a force for good & the pull of prizes; activist assets & from entrepreneurship to enterprise and impact investing & international impact investing.

BUSS 695: Capstone in Sustainable Business (3)
Prerequisite: Completion of 4 specialization courses
This course intends to direct students to acquaint the practical sustainable business consulting practices. It will help to direct students how to business practices gear towards improving the communities in which they operate. It will also be exposed them how to design a given consultancy work in different areas of businesses.

CAR 600: Career Planning & Management (3)
Prerequisite: None
This course provides an in-depth exploration and assessment of career values, occupational interests, skills, personality style, work environment preferences; specialization and career exploration; exposure to career and occupational information resources. Students learn and practice job search strategies and tools, including resumes and interviewing skills; decision-making, goal setting and action planning; and self-marketing techniques for effective career management.

CHEM 101: General Chemistry (3)
Prerequisite: None
This course introduces the fundamentals of chemistry including atomic and molecular structure, thermo-chemical changes, and conservation of energy.

CMP 509: Health Informatics Capstone Project (3)
Prerequisite: Completion of the all required courses and four specialization courses
A capstone project that integrates knowledge gained in the classroom with real-world problems that consists of practical work and research in a major area of health informatics; including emerging trends and their potential effect on health informatics. Potential areas of work include design or analysis of health informatics systems, programs, or applications; program planning; and policy development.

CMP 511: Computer Architecture and Implementation (3)
Prerequisite: CMP 250 or CMP 260
This course surveys architecture and organization of modern computing systems including: CPU design, instruction sets, memory hierarchy, pipelined machines, and multiprocessors. The emphasis is on the major component subsystems of high-performance computers: pipelining, instruction level parallelism, thread-level parallelism, memory hierarchies, input/output, and network-oriented interconnections. This course introduces techniques and tools for quantitative analysis, evaluation, and implementation of modern computing systems and their components.

CMP 513: Risk Management and Control (3)
Prerequisite: CMP 612
This course examines in detail the planning, organizing, and managing of resources to bring about the successful completion of specific project goals and objectives, within time, budget and scope. Topics covered include scope control, resources management, adhering to project constraints of scope, quality, time and budget; risk assessment and identification, handling and monitoring risks, the tools and techniques for risk mitigation and control; using project management tools to facilitate scheduling, estimating, tracking and controlling the project schedule and costs; communicating project status, developing contingency plans, and

incorporating risk and quality factors into project cost and schedules. This course emphasizes a hands-on approach in using project management tools.

CMP 514: Virtual Organizations (3)
Prerequisite: CMP 612
This course examines virtual teams and collaborative technologies. The topics covered include the process of virtual teaming, group psychology, group communication theories, group behaviors, design and leadership of meetings, meeting types; information briefing, document writing, focus group, decision making, requirements gathering, and training; leading, participating in and maintaining geographically distributed development (GDD) projects; survey of current collaboration technologies, and selecting appropriate collaboration technologies.

CMP 515: Enterprise Program Management (3)
Prerequisite: CMP 612
Internship Qualified
This course examines how an enterprise coordinates and effectively manages all of its IT projects and programs. The topics covered include IT project and program management, the IT program management office, the role of program management, managing stakeholder expectations, program and project governance, organizational change and business process reengineering, global, ethics, and security management.

CMP 516: IT Investment Economics (3)
Prerequisite: CMP 513
This course discusses the application of financial analysis and decision-making approaches to assist in making IT investment decisions. The topics covered include break-even analysis, present value (PV) analysis, profitability index (PI), and return on investment (ROI) for different IT investment decisions, cost benefit analysis, outsourcing including outsourcing, off-shoring, offshore management, acquisition management and global perspectives, balanced scorecard, and multi-factor scoring, benchmarking, and IT investment portfolio methods.

CMP 518: Special Topics in Enterprise Project Management (3)
Prerequisite: Dean's Approval
Internship Qualified
This course will cover topics of current interest, emerging topics and technologies in IT project management selected by the faculty. Topics will be announced before each semester.

CMP 519: Enterprise Project Management Capstone Project (3)
Prerequisite: All required courses and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. Best practices in enterprise project management including emerging trends and their potential effect on enterprise project management will be studied.

CMP 540: Information Technology Fundamentals & Management (3)
Prerequisite: None
This course provides in-depth coverage of the role of information systems in business organizations, with a focus on their applications and current issues facing managers and users. Lectures, discussions, presentations and student project work will promote an understanding of the strategic importance of information systems, their impact on people and organizations, the many ways they can improve work practices, and the ways they can improve products and services.

CMP 550: IT Infrastructure (3)
Prerequisite: None
This course provides a holistic overview of the IT infrastructure in large enterprises. The topics covered include telecommunications fundamentals including data, voice, image, and video, the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks, server architectures, server farms, cluster computing, grid computing and cloud computing; storage area networks and network attached storage, data center design and implementation; the development of an integrated technical architecture (hardware, software, networks, and data) to serve organizational needs in a

rapidly changing competitive and technological environment; network, data and application architectures, and enterprise application integration, XML, Web Services (WS), and service oriented architectures (SOA).

CMP 551: Research Methods (3)
Prerequisite: None
This course provides knowledge of research methodologies used in management information systems, information systems, information technology, computer science, and other disciplines. The course includes experimental design, surveys, case studies, and fieldwork. It introduces students to applied research methodologies. The use of analytical tools, literature searches, and the application of APA documentation style will result in a formal written proposal that may serve as the basis for each student's special project.

CMP 552: Information Systems (3)
Prerequisite: None
This course explores the management of information systems and related information technologies (IS/IT) as a part of a broader socio-technical system and their impacts on people and processes that extend well beyond organizational boundaries. In addition, subjective and debatable issues associated with IS/IT will be discussed. Critical thinking is an important part of this course and is essential for an analysis and understanding of important issues associated with the management aspects of information systems.

CMP 553: Analysis, Modeling and Design (3)
Prerequisite: None
This course provides an overview of the systems development life cycle. It introduces tools and methods for the analysis and design of information systems and the management and organizational skills needed for their implementation. Information analysis in entity-relationship modeling and process modeling in data flow diagrams will be covered as the key skills in structured system analysis and design.

CMP 554: Healthcare Information Systems (3)
Prerequisite: CMP 550 or CMP 570
This course examines information systems in the healthcare domain including information architectures, administrative and clinical applications, evidence-based medicine, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, electronic health records (EHR), key health information systems and standards, and medical devices.

CMP 555: Healthcare Data Management (3)
Prerequisite: CMP 553
This course examines healthcare informatics standards for storing and exchanging data in healthcare technology systems. It explores the issues of data representation in healthcare systems, including patient and provider identification, audit trails, authentication, and reconciliation; the design of repositories for electronic health records (EHRs) and computerized provider order entry (CPOE) systems; privacy issues, legislation, regulations, and accreditation standards unique to healthcare. The course also examines the relational model, query formulation using SQL, database design using the entity relational model, normalization, transactions, optimization, backup and recovery, security issues, clinical data warehousing and mining, database administration, the JSON data inter-change format, XML as a data model, and internet database environments.

CMP 556: Database Management Systems I (3)
Prerequisite: CMP 350
This course provides an introduction to relational models, normalization, query facilities, transactions, indexing, security issues, relational algebra, SQL database design stages, distributed databases, data warehousing, data and database administration, the JSON data inter-change format, and Internet database environments. Students will learn about various DBMS software products and multi-user database environments and how they are controlled.

CMP 557: Healthcare Delivery Models (3)
Prerequisite: CMP 570
Internship Qualified

The course examines systems of healthcare at a “macro” scale through a variety of readings and classroom discussions. The topics covered include healthcare delivery models, structure, organizations, policy, capital and operating budgets, the budget planning process, and infrastructure design and strategic planning, and the workforce. Other topics include vendor evaluation and selection, clinical administration systems, the design and management of integrated delivery systems, and emerging trends in healthcare delivery systems. In addition, students are exposed to the processes of healthcare at a “micro” scale, through field experiences in a variety of healthcare settings such as inpatient wards, emergency department, and outpatient clinics.

CMP 558: Network and Information Security (3)
Prerequisite: CMP 550 or CMP 562
This course is an introduction to the key security concepts required for the design, use, and implementation of secure voice and data communications networks, including the Internet. The security topics covered include defense models, authentication and authorization controls including biometrics, firewalls, packet filtering, virtual private networks (VPNs), security policy development, introduction to wireless network security, cloud computing security, disaster planning, backups, and risks mitigation strategies.

CMP 559: Introduction to Information Assurance (3)
Prerequisite: CMP 540 or CMP 550
The course provides an overview of several related topics in information security and assurance. The topics covered include: security architecture, security models, access control systems and methodology, applications and systems security, operation security, database security, cryptography, physical security, network and Internet security, business continuity planning, security management and law and ethics in information assurance.

CMP 560 Software Engineering (3)
Prerequisite: None
The objective of this course is to familiarize students with software application development processes and underlying concepts. Topics covered include Object-Oriented Analysis & Design, Unified Modeling Language, Software Development Life Cycle, Models and Methodologies, Quality Assurance and Improvement, and the basics of tools used for application development such as requirement management tools, version control, modeling, and defect tracking.

CMP 561: Design and Analysis of Algorithms (3)
Prerequisite: CMP 220 or CMP 330
This course provides a survey of computer algorithms, examines fundamental techniques in algorithm design and analysis, and develops problem-solving skills required in all programs of study involving computer science. Topics include advanced data structures, recursion and mathematical induction, algorithm analysis and computational complexity, sorting and searching, design paradigms, and graph algorithms. Advanced topics include randomized algorithms, information retrieval, string and pattern matching, and computational geometry.

CMP 562: Computer Networks (3)
Prerequisite: CMP 270
This course examines data communication and computer networks. Topics include interconnection of networks, network hardware and software, reference models, data communication services and network standardization; the OSI and the Internet (TCP/IP) network models; encoding digital and analog signals, transmission media, protocols; circuit, packet, message, switching techniques, internetworking devices, topologies; routing algorithms, routers, switches, bridges, addressing and names; LANs/WANs, Ethernet, IP, TCP, UDP; the application layer protocols: HTTP, TELNET, SMTP, FTP, and SNMP; cloud computing architectures; and the domain name services. The course covers each network layer in details, starting from the physical layer towards the application layer, and includes an introduction to network security topics.

CMP 570: Enterprise Information Systems (3)
Prerequisite: CMP 550 or CMP 556
This course provides a process-oriented view of the organization and its relationships with suppliers, customers, and competitors. The topics covered include processes as vehicles for achieving strategic objectives, gaining a competitive advantage, and transforming the organization; process analysis, design, implementation, control, and monitoring; processes as a means of achieving compliance; the impact of

processes on work and work practices; the role and importance of management; the role of enterprise resource planning (ERP), supply chain management (SCM) systems, and customer relationship management (CRM) systems; the process continuum from structured to unstructured processes; the role of systems in transforming organizations and markets; and outsourcing, offshore and acquisition management, and global perspectives.

CMP 571: Automata and Formal Languages (3)
Prerequisite: None
This course introduces the fundamental concepts in automata theory and formal languages including grammar, finite automaton, regular expressions, formal language, pushdown automaton, and Turing machines. This course covers properties of these models and various rigorous techniques for analyzing and comparing them using both formalism and examples.

CMP 573: Compiler Construction (3)
Prerequisite: CMP561
This course provides an introduction to compiler construction and covers stages of compilation including lexical analysis, parsing, code generation and code optimization, formal translation of programming languages, program syntax and semantics, finite state recognizers and regular grammars, context-free parsing techniques, attribute grammars syntax-directed translation schema, type checking, code generation, data flow analysis and code optimization.

CMP 582: Computer Graphics (3)
Prerequisite: CMP561
This course is mainly a study of the design of graphic algorithms. Topics covered include graphics devices and graphics software, 2D primitives such as lines and curves, algorithms for drawing 2D primitives, polygons, scan conversion and other fill methods, primitives attributes, filtering and aliasing, geometric transformations in 2D in homogeneous coordinates, viewing pipeline, hierarchical graphics modeling, the graphics user interfaces, input functions and interaction modes, 3D graphics: object representations through polygonal methods, spline techniques, and octrees, 3D transformations and the 3D viewing pipeline, and algorithms to detect the visible surfaces of a 3D object in both the object space and the image space.

CMP 583: Computer Animation (3)
Prerequisite: CMP 561
This course covers computer animation. Topics covered include character animation techniques: key-frame animation, inverse kinematics, facial animation, pd-control, flocking, crowd simulation; motion capture technologies: optical, magnetic, mechanical, gyro-sensors; interpolating values; interpolation-based animation; kinematic linkages; motion capture, physically based animation; fluids: liquids and gases; modeling and animating human figures; facial animation; behavioral animation; special models for animation and using commercial 3-D computer animation packages to create digital artistic works and visualizations.

CMP 584: Human-Computer Interface Design (3)
Prerequisite: CMP 561
This course examines some design issues for HCI. Topics covered include the design of dialogues for interactive systems; widgets, windows, and input devices; client-server model; event-driven programming and callbacks; windowing systems and dialog control; psychological, physiological, linguistic, and perceptual factors; advantages and disadvantages of various interaction techniques, command language syntaxes, and data presentation; and design methodology and guidelines.

CMP 585: Design of Interactive Multimedia (3)
Prerequisite: None
Internship Qualified
This course examines the design of interactive multimedia. The topics covered include multimedia development and theory concepts, hardware components, platforms, authoring tool; the scientific, technical, and cognitive foundations of various media including text; sound, graphics, and video; interface design.

CMP 586: Computer Vision (3)
Prerequisite: CMP 582

Internship Qualified
Topics covered in this course include: image formation, light and shading, color, linear filters, local Image features, texture, stereopsis, structure from motion, segmentation by clustering, grouping and model fitting, tracking, registration, smooth surfaces and their outlines, range data, learning to classify, classifying images, detecting objects in images, image-based modeling and rendering, looking at people, and image search and retrieval.

CMP 587: Game Design and Programming (3)
Prerequisite: CMP 582
Internship Qualified
This course provides an in-depth study of the tools and techniques used in computer game design and development. Topics covered in this course include: games and video games, design components and processes, game concepts, game worlds, creative and expressive play, character development, storytelling and narratives, user interfaces, gameplay, core mechanics, game balancing, genre of games: action, strategy, adventure, and sports games, role-playing, vehicle simulations, online games, and artificial life and puzzle Games.

CMP 588: Special Topics in Computer Animation and Gaming (3)
Prerequisite: Dean's approval
Internship Qualified
This course will cover topics of current interest including emerging topics and technologies in computer animation and gaming. Topics will be announced before each semester.

CMP 589: Computer Graphics and Animation Capstone Project (3)
Prerequisite: All required and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. Best practices and appropriate technologies to design, and implement graphics and animation programs are explored, including emerging trends.

CMP 591: Graduate Internship Level I (3, 135 contact hours)
Prerequisite: All required courses or Dean's approval (plus one specialization course for MSCS & MSIS students)
This course represents an opportunity for students receive academic credit through supervised practical training and earn industry experience in an actual work environment. The internship course guides the learning contract established in the beginning of the term, on which students have to report at the end of term. Students are expected to work at least 135 hours per semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

CMP 593: Security Policy, Law, and Ethics (3)
Prerequisite: None
This course is a study of policy, laws and ethics related to information assurance. The information security responsibilities of major domestic and international agencies such as the NIST, FBI, and NSA are studied. The topics covered include issues involving information security management within an organization, appropriate organizational policy, plans, and implementation strategies. The course also covers ethical issues, such as monitoring employee computer usage in the workplace, and ethical usage of consumer data.

CMP 594: Risk Management and Disaster Recovery Planning (3)
Prerequisite: None
This course focuses on the identification of threats, risks and vulnerabilities in enterprise information systems, as well as disaster recovery planning for business continuity. The course also examines the safeguards and policies necessary to meet the requirements for the protection of data in enterprise systems. The topics covered include: gap analysis, gap closure and countermeasures, disaster recovery planning, incidence response, emergency response, event management, recovery time and recovery point objectives (RTO and RPO), and business continuity planning.

CMP 598: Special Topics in Information Assurance (3)
Prerequisite: Dean's approval

Internship Qualified
This course will cover topics of current interest, emerging topics and technologies in information assurance selected by the faculty. Topics will be announced before each semester.

CMP 599: Information Assurance Capstone Project (3)
Prerequisite: All required courses and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. Best practices and appropriate technologies to design, implement, manage, evaluate, and further improve information assurance are explored, including emerging trends and their potential effect on information security and assurance.

CMP 602: Network Design and Implementation (3)
Prerequisite: CMP 562
This course focuses on the diverse quality of service (QoS) requirements associated with different types of data, application and business, and on designing networks and communication systems appropriately to ensure the high-performance requirements that meet the business needs of an organization. Topics covered include the specific quality of service requirements for different scenarios, the metrics for measuring quality of service, and the factors which affect the performance of a network, including the actual network design and choice of technologies, as well as the extend, patterns and mix of traffic types present. There is particular emphasis on congestion control, traffic analysis and patterns, performance prediction and network simulation, evaluation of network performance, security, and their manageability.

CMP 603: Network Management (3)
Prerequisite: CMP 558
Internship Qualified
This course studies network management including configuration, performance, fault diagnosis and security management. The course has a strong focus and emphasize on security management. Topics covered include LAN and WAN network management, configuration, fault detection, security, performance, risk assessment and accounting management. The course also emphasizes problem-solving techniques and network management tools based on SNMP.

CMP 604: Cloud Computing (3)
Prerequisite: CMP 558
Internship Qualified
Cloud computing has become ubiquitous with many enterprises leveraging the World Wide Web to fulfill various computing needs using a number of models: SaaS, PaaS and IaaS. The topics covered in this course include: origin, enabling technology and key concepts in cloud computing; the unique set of problems and challenges in developing cloud computing applications; the platform, tools, technologies and processes for developing cloud computing applications using an example platform such as Hadoop; and proposing, developing, and running applications for the platforms covered.

CMP 608: Special Topics in Computer Networks (3)
Prerequisite: Dean's approval
Internship Qualified
This course will cover topics of current interest, specifically emerging topics and technologies in computer networking selected by the faculty. Topics will be announced before each semester.

CMP 609: Networking Capstone Project (3)
Prerequisites: All required courses and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. Best practices and appropriate technologies to design, implement, manage, evaluate, and further improve networks are explored; including emerging trends and their potential effect on networking.

CMP 610: Managing Information System Development (3)
Prerequisite: CMP 552 or CMP 553
This course overviews the processes, methods, and techniques to plan, analyze, and design complex Information Systems, within selected existing frameworks. It involves planning, gathering requirements,

modeling business needs, creating blueprints for building the system, and managing and organizing resources in these challenging, difficult, complex and expensive activities.

CMP 611: Global Information System Development (3)
Prerequisite: CMP 552 or CMP 553
Internship Qualified
This course focuses on the organization of development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. Students learn the most important issues and practices for both clients and service providers. Topics include legal, economic, cultural and intellectual property issues; 24-hour development; strategic division of labor; quality and process standards, and global human resources.

CMP 612: IT Project Management (3)
Prerequisite: None
Internship Qualified
This course provides an in-depth study of project and change management. The topics covered include: managing projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project; project integration, scope, time, cost, quality control, and risk management; software size and cost estimation; monitoring progress; version control; assigning work to programmer and other teams; change management, managing the organizational change process; identifying project champions, working with user teams, training, and documentation; the change management role of the IS specialist; the use of sourcing and external procurement; and contracts and managing partner relationships.

CMP 613: Technology and Development of E-Business (3)
Prerequisite: None
Internship Qualified
This course addresses the technological structure, architecture, development tools, and methods for constructing such web-based applications. It includes a project to develop an interactive web-based transaction processing system. With the emergence of e-Business, organizations are adapting their transaction processing systems to use web technology. Such systems may operate as Intranet applications within the business, as Extranet applications between the firm and its business partners, or to provide access to customers via the Internet.

CMP 614: Management Information Systems in Supply Chain Management (3)
Prerequisite: None
Internship Qualified
This course explores the following topics: Integrating information systems technology in manufacturing environments; the role of information systems in supporting manufacturing decision-making processes; manufacturing-imposed issues in information processing; and emerging information systems technology affecting manufacturing operations.

CMP 618: Special Topics in Software Applications Development (3)
Prerequisite: Dean's approval
Internship Qualified
This course will cover topics of current interest, specifically emerging topics and technologies in software applications development selected by the faculty. Topics will be announced before each semester.

CMP 619: Software Applications Development Capstone Project (3)
Prerequisite: All required courses and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. These concepts include best practices and appropriate technologies to analyze, design, implement, test, evaluate, and further improve software applications development as well as emerging trends.

CMP 620: Information Technology Governance (3)
Prerequisite: None
Internship Qualified

This course presents an integrated approach to information technology (IT) governance. It discusses major roadmaps components and IT Governance strategies and frameworks. Topics include strategic alignment of IT with the business, use of assets and resources, delivering on plans and commitments, establishing and/or improving accountability of constituents, managing risk and contingencies, audits, compliance, performance measures and organizational maturity.

CMP 621: Artificial Intelligence (3)
Prerequisite: None
This course provides overview of the main thrusts in artificial intelligence, starting with the historically symbolic, logic-based approaches to knowledge representation, planning, reasoning and learning, leading into more recent directions of statistics-based probabilistic approaches (such as Bayesian approaches, belief nets, probabilistic reasoning, etc.). This course also touches on more recent developments in natural language processing, visual processing, robotics, machine learning, and philosophical foundations. This course covers search, constraint satisfaction, knowledge representation, probabilistic models, machine learning, neural networks, vision, robotics, and natural language understanding.

CMP 622: Database Management Systems II (3)
Prerequisite: CMP 556
This course covers file structures, indexing, hashing, algorithms for query processing and advanced normalization and denormalization, query optimization, database security, privacy, introduction to data mining and data warehousing, information retrieval, object-relational databases and XML, database performance tuning, spatial and temporal databases, advanced transaction processing and an introduction to distributed databases, introduction to big data and Hadoop, and database administration using Oracle.

CMP 624: Data Warehousing (3)
Prerequisite: CMP 556
This course examines the technical skills required to design, implement, and maintain a data warehouse using a DBMS such as Oracle Warehouse Builder. It covers basic data warehousing concepts, data warehousing system design and implementation, gathering data from primary data sources, transforming data, and loading data (ETL) into a DBMS. Students learn how to create a cube using OLAP and analyze cube data using client applications, the typical data warehouse components and architecture.

CMP 625: Text Analytics (3)
Prerequisite: CMP 556
This course covers the querying of unstructured textual data, statistical, syntactical, and logical analysis of natural language, thesaurus and dictionary systems, web corpus construction and web corpora, searching strategies and cataloguing, and large-scale file structures.

CMP 626: Distributed Databases (3)
Prerequisite: CMP 556
This course exclusively focuses on the design and system issues related to distributed database systems. Topics covered include distributed database architectures, design strategies for distributed databases, federated databases, query processing techniques and algorithms, transaction management and concurrency control concepts as well as reliability and fault tolerance mechanisms are used in such systems. Design and implementation issues related to multi-database systems are discussed as well.

CMP 627: Data Mining (3)
Prerequisite: CMP 556
Internship Qualified
This course is an introductory course on data mining. It covers concepts, algorithms, and applications in data warehousing and online analytical processing, mining frequent patterns and association rules, classification and predication, and cluster analysis, implementations and applications of mining sequential and structured data, stream data, text data, Web data, spatiotemporal data, biomedical data and other forms of complex data.

CMP 628: Special Topics in Data Management (3)
Prerequisite: Dean's approval

Internship Qualified
This course covers advanced classification methods, cluster analysis, advanced cluster analysis, outlier detection, text analytics, big data and mining trends. It also covers emerging trends, research and developments in data management including data mining, data warehousing, text analytics, and big data. Topics will be announced before each semester.

CMP 629: Data Management Capstone Project (3)
Prerequisite: Completion of the all Core and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. Best practices and appropriate technologies to design, implement, manage, evaluate, and further improve databases are explored, including emerging trends and their potential effect on data management.

CMP 630: Network Security Audit & Forensics (3)
Prerequisite: CMP 550 or CMP 562
Internship Qualified
This course examines computer network forensics. The topics covered include digital evidence concepts relating to a digital crime scene; the identification, preservation, collection, examination, analysis, and presentation of evidence for prosecution purposes; network forensics investigative methodology (OSCAR); sources of network-based evidence; evidence acquisition, packet analysis, statistical flow analysis, and wireless network forensics; network intrusion detection and analysis, event log aggregation, correlation and analysis; and malware forensics. The course also studies auditing and compliance requirements and standards, strategies for achieving and maintaining the same, and the laws and ethics related to computer forensics and challenges in computer forensics.

CMP 632: Requirements Engineering (3)
Prerequisite: CMP 560
The course is an introduction to requirements engineering. The topics covered in this course include domain understanding and requirements elicitation, requirements evaluation, requirements specification and documentation, use of diagrammatic notations, requirements quality assurance though inspections, reviews, validation and verification, requirements evolution, goal-orientation in requirements engineering, modeling system objectives with goal diagrams, risk analysis on goal models, modeling conceptual objects with class diagrams, modeling system agents and responsibilities, modeling system operations, modeling system behaviors, integrating multiple system views and a goal-oriented model-building method in action.

CMP 635: Software Quality and Process Improvement (3)
Prerequisite: CMP 560
Internship Qualified
This course is a study of software quality and software process improvement techniques. The topics covered in this course include: software reliability, software quality, verification and validation, ISO 9126 (quality characteristics), ISO 9000 software quality standard, Capability Maturity Models Integration (CMMI) 1 to 5; the Personal Software Process (PSP); and the Team Software Process (TSP) that covers: leadership, teams and team motivation, building teams, managing to plan, maintaining product focus, following the process, managing quality, management support, reporting to management, protecting the team, developing the team, developing team members, and improving team performance.

CMP 636: Trends in Software Applications Development (3)
Prerequisite: CMP 632
The course covers the development of software applications using new paradigms and architectural styles as well as well-known paradigms. Topics covered in this course include Component Based Software Engineering (CBSE): Domain engineering and Component-Based Design, Component Qualification, Component Adaptation, Component Composition and Component Update, the V-Model, the object models: OMG/CORBA, COM/DCOM, JavaBeans, CCM, Testing; Web Service (WS); Service-oriented architecture (SOA): benefits, design concept, principles, types, WS protocols, Programmatic Service Contract, Network Management Architecture, benefits and Challenges, SOA Extensions: SOA, Web 2.0, Services over the Messenger, Mashups, Digital Nervous Systems, etc.

CMP 637: Software Engineering Management (3)
Prerequisite: CMP 560

This course is a study of software engineering management issues. The topics covered in this course include software project planning, project goals and objectives, project policies and standards, process planning, project assumptions and forecasts, project deliverables, project staffing, effort, schedule, and cost estimation, resource allocation, quality management and project plan/budget development and management; risk management: risk management concepts, risk management process, risk management tools, organizational risk management and joint supplier/customer risk management; software project organization and enactment: project organization, project directing, project control, reporting and supplier contract management; review and evaluation; determining closure and closure activities; software engineering measurement: establish and sustain measurement commitment, plan the measurement process, perform the measurement process, and evaluate measurement; and engineering economics: engineering economics fundamentals, for-profit decision-making, not-for-profit decision-making, estimation, risk, and uncertainty and multiple attribute decisions.

CMP 639: Software Engineering Capstone Project (3)
Prerequisite: Completion of the all required and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. It includes the best practices and emerging topics and technologies in software engineering.

CMP 640: Decision Support and BI (3)
Prerequisites: CMP 556
Internship Qualified
This course is an introduction to decision support and Business Intelligence. These topics are combined with practical examples and methods from the real world. The topics covered in this course include: decision making, systems, modeling, and support, decision support systems concepts, methodologies, and technologies, modeling and analysis, business intelligence, data warehousing, data mining for business intelligence, business performance management, and text and web mining, collaboration, communication, group support systems, knowledge management, artificial intelligence and expert systems, and management support systems.

CMP 641: Operating Systems (3)
Prerequisite: CMP 260
This course discusses the design and implementation of computer operating systems. Topics include operating system structures, functions of the kernel, process management, central processing unit scheduling, deadlocks, memory management, input/output, file system facilities, concurrent processes, security, and integrity.

CMP 643: Database Security and Data Protection (3)
Prerequisite: CMP 556 or CMP 553
Internship Qualified
This course examines defense-in-depth strategies for securing databases that are constantly under threat especially from SQL injection and other forms of attacks. It also covers mechanisms for securing data at rest and in transit. The topics covered in this course include current protocols for the secure exchange of data; the Data Encryption Standard and the Advanced Encryption Standard and secure mechanisms for communication; the Public Key Infrastructure (PKI) and the use of digital signatures and certificates for protecting and validating data; firewalls, VPN, IDS/IPS, PKI, patch management, authentication and password security, application security, granular access control, securing database-to-database communications, encryption, privacy, fault tolerance, protection of personal identifiable information (PII), regulations and compliance (SOX, HIPAA, GLBA, etc.,), logging, auditing and auditing architectures. Strategies for the physical protection of information assets are also studied.

CMP 644: Intrusion Detection and Prevention Systems (3)
Prerequisite: CMP 558
The course studies the theory and implementation of intrusion detection and prevention systems. The topics covered in this course include network-based, host-based, and hybrid intrusion detection; intrusion prevention; attack pattern identification; deployment; response; surveillance; damage assessment; data forensics; attack tracing; system recovery; and continuity of operation (COP). The course also examines penetration testing

methodologies, planning and scheduling; vulnerability analysis; penetration testing deliverables and documentation.

CMP 645: Security Management (3)
Prerequisite: CMP 558
Internship Qualified
This course focuses on the managerial aspects of information security and assurance. The topics covered in this course include planning for security and contingencies, information security policy, developing the security program, security management models and practices, risk management, protection mechanisms, personnel and security, law and ethics.

CMP 647: Wireless and Mobile Security (3)
Prerequisite: CMP 558
Internship Qualified
This course is a study of the wireless and mobile security. The topics in this course include encryption and cryptographic protocols for wireless and specifications needed for 3GPP: AES, KASUMI, public-key and elliptic curve cryptography, MIMO/OFDMA-based for 4G systems such as Long Term Evolution (LTE), Ultra Mobile Broadband (UMB), Mobile WiMAX or Wireless Broadband (WiBro); intrusion detection systems against worm/virus cyber-attacks; secure routing; authentication on wireless networks; security for handheld devices; real-time wireless security; and security measures for embedded devices.

CMP 648: Special Topics in Cybersecurity (3)
Prerequisite: Dean's approval
Internship Qualified
This course will cover topics of current interest, emerging topics and technologies in Cybersecurity selected by the faculty. Topics will be announced before each semester.

CMP 649: Cybersecurity Capstone Project (3)
Prerequisite: All required and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. Best practices and appropriate technologies to design, implement, manage, evaluate, and further improve network security are explored; including emerging trends and their potential effect on cybersecurity.

CMP 650: Software Design and Construction (3)
Prerequisite: CMP 560
Internship Qualified
This course is an in-depth study of software design and construction. The topics covered in this course include software design fundamentals; key issues in software design such as concurrency, control and handling of events, distribution of components, error and exception handling and fault tolerance, interaction and presentation, data persistence; architectural structures and viewpoints, architectural styles (macro architectural patterns), design patterns (micro architectural patterns), human computer interface design, families of programs and frameworks; software design quality analysis and evaluation; software structural descriptions (static) and behavioral descriptions (dynamic); software design strategies and methods: general strategies, function-oriented (structured) design, object-oriented design, heuristic methods, formal methods, Component-Based Design (CBD) and SOA; software construction fundamentals: minimizing complexity, anticipating change, constructing for verification, standards in construction; managing construction, construction methods, construction planning, construction measurement; and practical considerations: construction design, coding, construction testing, construction quality and integration.

CMP 651: Advanced Topics in Database Management (3)
Prerequisite: CMP 556
Internship Qualified
This course provides an in-depth study of new developments in database systems and intelligent information systems. The course covers internet databases, data warehousing and online analytical processing, object-relational, object-oriented, and deductive databases. Formal semantics of relational database and systems, physical database tuning, advanced issued in query optimization and transaction processing, advanced database facilities such as triggers and materialized views, query caching, and database mediation.

CMP 652: Natural Language Processing (3)
Prerequisites: CMP 561 and CMP 621
The course examines various issues relating to natural language processing. The topics covered in this course include state of the art in natural language processing (parsing and semantic understanding); formal, context-free, and transformational grammars and parsing; augmented transition networks: problems of complexity, semantics, and context; and deterministic parsing and semantic parsing.

CMP 653: Machine Learning (3)
Prerequisite: CMP 621
This course provides an introduction to machine learning and statistical pattern recognition. Topics covered include supervised learning: generative and discriminative learning, parametric and non-parametric learning, neural networks, and support vector machines; unsupervised learning: k-means clustering, kernel methods, dimensionality reduction; learning theory: bias and variance tradeoffs, and large margins; and adaptive control and reinforcement learning. The course also discusses recent applications of machine learning such as speech recognition, text and web data processing, robotics, autonomous navigation, bioinformatics, and data mining.

CMP 654: Adaptive Learning Systems (3)
Prerequisite: CMP 621
Internship Qualified
This course is a study of adaptive learning as an alternative to rule-based schemes for artificial intelligence. The topics covered in this course include: expert systems, fuzzy methods, neural net architectures, and genetic algorithms are examined and compared.

CMP 655: Intelligent Agents (3)
Prerequisite: CMP 621
Internship Qualified
This course discusses multi-agent systems concepts, theories, and applications. The topics in this course include introduction to multi-agent systems (MAS), negotiation in MAS, agent learning, agent communication language (ACL), applications of MAS with examples, agent architectures, agent model and theory, coordination in MAS, agent-oriented software engineering techniques, agent-oriented programming, agent and grid computing and classification of agents.

CMP 658: Special Topics in Intelligent Systems (3)
Prerequisite: Dean's approval
Internship Qualified
This course will cover topics of current interest, emerging topics and technologies in machine intelligence and cognitive science. Topics will be announced before each semester.

CMP 659: Intelligent Systems Capstone Project (3)
Prerequisite: All required and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. Best practices and appropriate technologies to design, implement, manage, evaluate, and deploy MAS are explored; including emerging trends.

CMP 660: Issues and Trends in Software Engineering (3)
Prerequisite: CMP 560
This course will consider ethical issues relating to various aspects of software development and design. By utilizing case studies, students will examine and discuss various topical situations in the realms of information acquisition, access, stewardship, software licensing, intellectual property, safety and reliability.

CMP 661: Software Testing (3)
Prerequisites: CMP 561 and CMP 650
Internship Qualified
This course examines software-testing issues in software engineering. The topics covered include program testing theory, unit testing, control flow testing, data flow testing, domain testing, system integration testing, system testing categories, functional testing, test generation from a Finite State Machine (FSM), system test

design, system test planning and automation, system text execution, acceptance testing, and test team organization, and the IEEE standards for software testing and documentation.

CMP 662: Software Maintenance & Configuration Management (3)
Prerequisite: CMP 650
Internship Qualified
This course is an in-depth study of software maintenance & configuration management issues. Topics covered include software maintenance fundamentals; key issues in software maintenance: technical, management issues, maintenance cost estimation and software maintenance measurement; the maintenance process; techniques for maintenance; management of the configuration management (CM) process; configuration identification; configuration control; configuration status accounting and software release management and delivery.

CMP 663: Web Applications Development (3)
Prerequisite: CMP553 or CMP561
Internship Qualified
This course overviews the processes and techniques for developing software for web applications. The concepts of client-server computing in e-commerce theories of usable graphical user interfaces and models for web-based information retrieval and processing are covered. Students study approaches for evaluating and using various common software tools and languages.

CMP 664: Mobile Applications Design and Development (3)
Prerequisite: CMP553 or CMP561
Internship Qualified
This course looks at the quickly developing landscape of mobile applications. It focuses on Web-based mobile applications, and thus covers issues of Web service design, mobile platforms, and the specific constraints and requirements of user interface design for limited devices. The course combines a conceptual overview, design issues, and practical development issues.

CMP 665: Virtualization Technologies (3)
Prerequisites: CMP 558 and CMP 641
Internship Qualified
This course is a study of the virtualization concepts and technologies. The topics covered in this course include virtualization concepts, creating and building virtual machines, deploying virtual workstation software, building guest operating systems, constructing a test environment, partitioning servers, managing virtual servers remotely, data center virtualization, implementing remote management tools, securing virtual machine deployments, and reducing the attack surface. The course emphasizes a hands-on approach to virtualization.

CMP 666: Healthcare Economics (3)
Prerequisite: None
Internship Qualified
This course examines the economic aspects of healthcare systems. Healthcare is studied as a commodity that has supply and demand dimensions. Microeconomic methods are used to study markets and resources in health care. The topics studied include demand for health and medical care services, provider behavior, and function and behavior of insurance markets, government role, financing arrangements, insurance reform, rationing, price regulation, and provider competition. Case studies are used to understand the economic efficiency of example health care systems such as the U.S. health system, the UK National Health Service, etc.

CMP 667: Biostatistics (3)
Prerequisite: None
This course examines the fundamental statistical issues in the design of clinical research studies. Its primary emphasis is on understanding the design and analytical methods of clinical research from a statistical perspective. The topics studied include: exploratory data analysis, basic concepts of statistical analysis, construction of hypothesis tests and confidence intervals, the development of statistical methods for analyzing data, development of mathematical models used to relate a response variable to explanatory or descriptive variables, and an introduction to statistical analysis of microarray and genomic studies.

CMP 668: Special Topics in Health Informatics (3)
Prerequisite: Dean's approval
Internship Qualified
This course will cover topics of current interest, emerging topics and technologies in Health Informatics selected by the faculty. Topics will be announced before each semester.

CMP 669: Software Engineering Project (3)
Prerequisite: CMP 610, and CMP 650
Internship Qualified
This course provides experience in applying software-engineering techniques by giving the students an opportunity to produce software when working in teams under the schedule constraints commonly experienced in industry. Students utilize a software engineering methodology in a team environment in a real-world application. They are involved in all the phases of software development, including project planning, requirements analysis, design, coding, testing, configuration management, quality assurance, documentation, and delivery.

CMP 670: Legal, Ethical and Social Issues in Healthcare (3)
Prerequisite: None
The course examines the legal principles, statutes, regulations, and case law related to managing health care organizations and health professionals' practice. It also examines the ethical and social issues arising in the use of computerized information systems in the delivery of healthcare. Case studies are used to discuss the role of law in the design and implementation of health informatics systems; the U.S. healthcare regulatory environment; and the structure, concepts, and process of decision making on health matters in legislative, administrative, and judicial bodies. Legal health care issues from international perspectives are also studied.

CMP 671: Special Topics in Computer Science (3)
Prerequisite: Dean's approval
Internship Qualified
Students may choose to further study the topics in the Computer Science field. Topics can be taken from the domain of Computer Science and should be of significance with respect to the computer science industry. The work can include literature survey, lectures/discussions with assigned faculty, project work, and detailed reports.

CMP 672: Special Topics in Information Systems (3)
Prerequisite: Dean's approval
Internship Qualified
Students may choose to study the topics further that are in accordance to the MSIS program and their interests. Topics can be taken from the domain of information technology and should be of significance with respect to the information technology industry. The study work can comprise literature survey, lectures/discussions with assigned faculty, project work, and detailed reports.

CMP 673: Special Topics in Software Engineering (3)
Prerequisite: Dean's approval
Internship Qualified
This course will cover emerging topics and technologies in information technology selected by the faculty and should be of significance with respect to the software engineering industry. The study work can comprise literature survey, lectures/discussions with assigned faculty, project work, and detailed reports. Topics will be announced before each semester.

CMP 674: Special Topics in Information Technology (3)
Prerequisite: Dean's approval
Internship Qualified
This course will cover emerging topics and technologies in software engineering selected by the faculty and should be of significance with respect to the software engineering industry. The study work can comprise literature survey, lectures/discussions with assigned faculty, project work, and detailed reports. Topics will be announced before each semester.

CMP 675: Knowledge Management & the Learning Organization (3)
Prerequisite: None
Internship Qualified
In today's increasingly competitive business environments, where new business practices and products are regularly introduced, organizations need to be innovative to survive. Knowledge management has been recognized as essential for achieving business success and maintaining an organization's competitiveness. This course explores the concept of knowledge and the means by which organizations seek to manage it through formal technological practices and informal social systems. The topics covered include organizational strategy and knowledge: managing enterprise intelligence, assessing the strategic value of human capital; facilitating knowledge Workflows: knowledge-based systems for capturing, storing and distributing explicit and tacit knowledge; data governance; and learning and sharing knowledge: group learning, organizational learning, and knowledge transfer through communities of practice (COP).

CMP 676: Digital Document Analysis (3)
Prerequisite: None
Internship Qualified
With the ubiquitous use of computer technology and the worlds of paperwork and the web become interdependent, it is becoming increasingly crucial for organizations to find a way to ensure capability, efficiency and security across the totality of their operations by managing the documents properly. This course examines the key issues in document management. The topics covered include: the best practices document management procedures based on ISO standards, application of industry-standard risk management principles related to document control, industry tools and techniques that optimize and streamline project document management, document management systems: capturing paper documents and other digital assets and providing secure storage, document privacy, easy retrieval and archiving, lifecycle administration, and record management.

CMP 678: Special Topics in Knowledge Management (3)
Prerequisite: Dean's approval
Internship Qualified
This course will cover topics of current interest, emerging topics and technologies in knowledge management selected by the faculty. Topics will be announced before each semester.

CMP 679: Knowledge Management Capstone Project (3)
Prerequisite: All required and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. Best practices in knowledge management; including emerging trends and their potential effect on knowledge management.

CMP 680: Organizational and Social Dimensions of Computing (3)
Prerequisite: None
This course discusses the organizational impact and the social implications, rights and duties related to the actions of computing professionals. It investigates the context in which professionals work, the laws and how they are created, human aspects of running a company, software contracts and liability, intellectual property rights, and the legislation that affects the way in which computers are used or misused. Topics include social, legal, financial, organizational and ethical issues in the context of the information technology industry; the role of professional codes of conduct and ethics; and, key legislation.

CMP 681: Enterprise Analytics (3)
Prerequisite: CMP 556
This course examines key issues relating to how an organization can optimize performance, processes, and decisions through big data. The topics covered include: decision making, systems modeling and analysis; decision support systems: concepts, methodologies, and technologies; business intelligence, data warehousing, data mining for business intelligence, return on investments in analytics, business performance management, text and web mining, collaboration, communication, group support systems, knowledge management, applying analytics at production scale, predictive analytics in the Cloud, analytical technology and the business user, organizing analysts, engaging analytical talent, analytics governance, and building a global analytical capability.

CMP 682: Big Data Analytics (3)
Prerequisite: CMP 556
Internship Qualified
This course aggregates several key technologies used in manipulating, storing, and analyzing big data. Over the years there has been an accumulation of very large volumes of structured, mostly relational data which has been mined using data warehousing technology for marketing, financial decision making and to gain a competitive advantage. The recent explosion of social media and the ubiquitous usage of computers have created the so-called big data, which mostly consists of unstructured data in the form of e-mails, web logs, videos, tweets, speech, photographs, and others. The topics covered include a study of Hadoop and related tools that provide SQL-like access to unstructured data; Hive and Pig; analysis of NoSQL storage solutions like HBase, Oracle NoSQL and Cassandra, for their critical features: speed of reads and writes, data consistency, and ability to scale to extreme volumes; memory resident databases and streaming technologies; statistical analysis methods; and open-source frameworks such as Mahout and Open R and other statistical tools. The main goal is to discover intelligence that could represents opportunities, and/or threats in a limited amount of time.

CMP 684: Management Decision Modeling (3)
Prerequisite: None
Internship Qualified
This course examines quantitative analysis for management. The topics covered include: probability concepts and applications, decision analysis, regression models and forecasting, inventory control models, linear programming models, transportation and assignment models, integer programming, goal programming, and nonlinear programming, network models, project management, queuing theory models, simulation modeling, Markov analysis, and statistical quality control.

CMP 685: Advanced Big Data Analytics (3)
Prerequisites: CMP 682
Internship Qualified
This course discusses advanced topics in big data analytics. The topics covered include: K-Means clustering, association rules, linear and logistic regression, Naïve Bayesian classifier, decision trees, time series analysis, text analysis, using *mapReduce*, Hadoop ecosystem tools, in-database analytics, and advanced SQL techniques.

CMP 688: Special Topics in BI & Data Analytics (3)
Prerequisite: Dean's approval
Internship Qualified
This course covers emerging trends, research and developments in BI and big data analytics. Topics will be announced before each semester.

CMP 689: BI & Data Analytics Capstone Project (3)
Prerequisite: All the required and four specialization courses
This course consists of a capstone project that integrates and applies concepts previously studied. Best practices and appropriate technologies for BI and big data analytics, including emerging trends and their potential effect on BI and big data analytics, are studied.

CMP 691: Graduate Internship Level II (3)
Prerequisite: All required courses and Dean's approval (plus two specialization courses for MSCS & MSIS students)
This course offers hands-on experience to students enrolled in the MSIS or MSCS degrees in a domain close to their main career path intentions. Students are encouraged to pursue projects that would allow them to apply engineering design concepts gained in the classroom, going through all stages of system development, from analysis and design to implementation and testing. This three (3) credit hour project internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

CMP 696: Independent Study I (3)

Prerequisite: Dean's approval
This course offers opportunity and challenge of self-directive, independent study; develops the individual's ability as an independent student; and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term.

CMP 697: Independent Study II (3)
Prerequisite: Dean's approval
This course offers opportunity and challenge of self-directive, independent study; develops the individual's ability as an independent student; and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term.

CMP 698: Master's Thesis I (3)
Prerequisite: All required courses and academic advisor approval (*plus two specialization courses for MSIS and MSCS students)*
The thesis work can comprise basic research or a practical project. Students are encouraged to start their thesis work as early as possible. For Thesis I, the student will be asked to work with a faculty advisor to choose a suitable master's thesis topic and prepare a thesis proposal. The master's thesis project will be conducted over a period of two semesters. Students taking CMP 698 must also take CMP 699 to complete Master Thesis project.

CMP 699: Master's Thesis II (3)
Prerequisite: CMP 698
This course is a continuation of Master's Thesis I. The thesis work can comprise the analysis and conclusion part of the research established in Master's Thesis I. In Thesis II, students complete the project and write the thesis.

COMM 111: Oral Communication (3)
Prerequisite: None
The purpose of this course is to expand one's capacity to engage in effective oral communication – from dialogue between two individuals to presentations before groups of all sizes.

Oral communication refers to the speaking and listening skills needed to participate in discussions – to exchange thoughts, to inform and be informed through one another's assertions and assessments, to make offers, requests, and declarations, to explore options, and to make promises and commitments.

The first four weeks of this course explore the context of oral communication to include the effect of individual predispositions or worldviews on oral communication, our awareness, open-mindedness, and understanding of cultural diversity. We also explore the theory and structure of speech acts.

The remainder of this course is focused on developing the skills of oral communication in a variety of contexts requiring the learner to adapt the communication to the commitments of the presentation. Students will focus on adapting communication styles and content to diverse speakers and audiences. This portion of the course emphasizes how to compose meaningful and coherent messages, conduct research, and develop effective presentation skills. Students will be required to deliver several oral presentations in front of the class during the semester.

COMM 600: Writing & Editing the News (Introduction to News Editorial Journalism) (3)
Prerequisite: None
Internship Qualified
This course is designed to teach students the craft of basic news writing and editing. Students will learn how to recognize and acquire news information, cultivate sources, conduct effective interviews, and write balanced news and feature stories. Students will also learn how a newsroom functions and how news is evaluated for consideration and use in a given news cycle. Students enrolled in this course will acquire the basic knowledge necessary for practicing journalism and evaluating news through tested and ethically sound practices.

COMM 605: Media Ethics (3)
Prerequisite: None
Internship Qualified

This course will cover a wide variety of ethics issues ranging from fairness in the presentation of news (objectivity versus advocacy), to the problems associated with state-sponsored and managed media, to the murky world of maintaining secrecy to hide from the public potentially embarrassing information, on the one hand, and leaking information to the public to further political goals, on the other hand. The course will also look at the manipulation of photo imagery, censorship, and the invasions of privacy that are a part of routine business activities or intrusive government spying. The course will help students develop a deeper, yet clearer, understanding of the complexities involved in the often unethical media practices of governments, businesses, news, and other mass media practitioners.

COMM 610: News Editing (3)
Prerequisite: COMM 600
Internship Qualified
Before or after all credible journalism is the editor. This course will examine the wide-ranging role of the editor in journalism and the editing techniques that result in award-winning products. Among their many roles, editors: set the editorial calendar for the year, determine content, dictate design, assign stories, provide guidance, critique and correct stories, select illustrations, and determine story placement. Students will not only become cognizant of the work editors do, but also learn what editors expect from their writers and how to deliver on those expectations.

COMM 620: Politics, Journalism, & Business (3)
Prerequisite: None
A principal subject of journalism is politics, but much of the writing about politics involves the triangular relationship between government, business, and journalists. This course will examine those relationships and demonstrate how businesses may use journalism to mediate their interest in shaping public and legislative opinion. It will also examine how government officials use media in attempts to likewise control public opinion and affect control over business activities. This course will offer students a clear and pragmatic understanding of the relationship between journalists and government, allowing students to be better positioned to derive advantages in that relationship.

COMM 625: Media Relations (3)
Prerequisite: None
Internship Qualified
This course will provide an in-depth look at news media operations with a focus primarily on using news outlets to deliver, promote, and manage key business messages. Responding effectively to news media queries and crisis communications management will be principal content elements. All major mass communications media will be covered: print, radio, television, and the Internet, with an emphasis on proactivity. (If resources permit in a particular semester, the course will include a day of media training at a Washington, DC, communications facility.) In addition to learning how to effectively respond to news media queries, students will also be able to plan, deliver, and manage media campaigns.

COMM 630: International Journalism (3)
Prerequisite: None
This course will introduce the student to varying philosophical approaches, barriers, and ethical challenges to delivering news on a global basis. Emphasis will be placed on a regional approach to the news with a focus on Western and Eastern Europe; the Middle East; Northern and Sub-Saharan Africa; East, South and Central Asia; Latin America; North America; and the U.K. There will also be some discussion of journalism education and international media controversies.

COMM 635: Mass Media & Society (3)
Prerequisite: None
Internship Qualified
The psychosocial effects of mass media are deep and varied. This course will introduce the student to the theories and structures underlying mass communications operations and how those operations affect and shape individual perceptions and social values. Additionally, the clash between traditional and emerging media is changing how news is used, disseminated, and interpreted. The media role in education, propaganda, and the formation of public opinion will be among other topics receiving emphasis in this course,

which is designed in part to help students develop a better sense of how they may influence others through their own participations in traditional and emerging mass and social media outlets.

COMM 641: Media Economics (3)
Prerequisite: None
This course will provide a comprehensive introduction to the economic context and the current financial practices of mass media companies. Students will learn the economic factors that influence the success or failure of contemporary media operations, as well as the management issues relating to new product development, the development of global markets, and the challenges of business consolidation. Differentiation will be made between the following industry categories: radio, broadcast TV, cable and satellite TV, motion pictures, music recording, newspapers, magazines, books, and Internet-based outlets.

COMM 643: US Press History (3)
Prerequisite: None
The history of the US press (and, by extension, mass media) is in many ways a history of US cultural and intellectual development. This course will examine that history and show how the press has changed and developed through varying economic, political, and technological eras. Emphasis will be placed on how news organizations have managed to survive through changing times and economic conditions, and how intellectual freedom changed with them, especially between the cyclical antipodes of war and peace.

COMM 645: The Development & Use of New Media Technology (3)
Prerequisite: None
The clash between traditional and emerging media continues to alter how information and entertainment purveyors reach their audiences, but also how audiences may become active participants in the mass communications process. The development of mass communications technology has led not only to different ways to communicate with and shape audiences, but also to different expectations by the audiences themselves. This course will introduce the student to the technologies that have formed and continue to form the basis for mass media operations, from the development of printing to the emergence and ever-expanding development of electronic media. The course will also focus on helping students to better protect their privacy and the interests of their business activities.

COMM 647: The Movies: Film & Video Criticism (3)
Prerequisite: None
Movies – produced with film, video, or hybrid techniques incorporating various types of animation – represent what is arguably the most influential contemporary medium, whether measured in terms of its influence on public opinion, politics, sociology, or sheer entertainment. This course will explore the history of the medium, the variety of its genres, and how films are made and convey meaning through scripting, production, final editing, marketing, and distribution. (Caveat: This is not a hands-on course in scriptwriting or filmmaking.) The course will provide a comprehensive understanding of how movies are made, how to identify the intentions of moviemakers, and how to critically review and evaluate movies. As part of the course, students will learn how to write and publish movie reviews.

COMM 649: Small Group & Team Communications (3)
Prerequisite: None
Most work today is accomplished through teamwork. That is as true for mass media organizations as it is for other business organizations. One look on any given day at a major news organization like The Washington Post makes it abundantly clear that teams of writers and editors work on a daily basis to deliver individual stories. This course will focus on the small group dynamics, team building, and structure that make such work successful.

COMP 109: Computer Algorithm and Programming Logic using Python (3)
Prerequisite: None
This course introduces core programming basics—including data types, control structures, algorithm development, and program design with functions—via the Python programming language. The course discusses the fundamental principles of Object-Oriented Programming, as well as in-depth data and information processing techniques. Students will problem solve, explore real-world software development challenges, and create practical and contemporary applications using graphical user interfaces, graphics, and network communications.

COMP 109: Computer Algorithm and Programming Logic Using Python (3)
Prerequisite: None
This course introduces core programming basics—including data types, control structures, algorithm development, and program design with functions—via the Python programming language. The course discusses the fundamental principles of Object-Oriented Programming, as well as in-depth data and information processing techniques. Students will problem solve, explore real-world software development challenges, and create practical and contemporary applications using graphical user interfaces, graphics, and network communications.

COMP 121: Object Oriented Programming (3)
Prerequisite: *COMP 109*
This course concentrates on the concepts of object-oriented programming (OOP) paradigm. Concepts presented are exemplified using a selected object-oriented programming language. Topics include fundamental abstraction, modularity and encapsulation mechanisms in OOP, classes, inheritance, polymorphism, exception handling, concurrent programming, data structures. Students complete a term project that utilizes object-oriented programming.

COMP 124: Information Technology (3)
Prerequisite: *None*
This course introduces approaches for using information technology and the role of the computer in modem organizations, discussing hardware and software, computer application development, data processing and database systems, and the impact of computer information systems on society. Emphasis is placed on integrating information technologies into the organization to meet organizational needs. Upon completion, students should be able to understand the different approaches to information technology and be able to determine the correct approach to use in the organization.

COMP 127: Office Applications (3)
Prerequisite: None
This course provides an overview of personal computers applications. Students study widely used applications, including word-processing, spreadsheets, presentation, databases, and introductory elements of web development.

COMP 130: Ethical, Social, and Legal Aspects of Computing (3)
Prerequisite: *None*
This course first provides a review of computer systems, applications and the Internet; and thereafter discusses the impacts of technology on society and the responsibilities of technical professionals as the principal agents in developing and applying new technology. Various important and controversial issues will be discussed, such as computers and privacy, effects of communications technology on the democratic process, environmental problems, intellectual property, and technology and war. Several different ethics codes will be used as the basis for discussion of professional obligations.

COMP 135: Legal and Ethical Issues in Information System (3)
Prerequisite: None
This course explores legal and ethical issues in computer and network security. Students will discover what the laws are concerning computer and network security, including the legal boundaries for breaking into systems without authorization. The course will also cover the issues related to creating security policies for organizations, as well as the ethical responsibilities of protecting network and computer systems, and the ethical boundaries related to accessing other organizations systems.

COMP 157: Seminar I (1)
Prerequisite: *None*
This course introduces personal skills, talents and abilities, study habits, research methodology, and other soft skills to help students go through their undergraduate studies with more success.

COMP 172: Information Technology Services Management (3)
Prerequisite: None

This course explores legal and ethical issues in computer and network security. Students will discover what the laws are concerning computer and network security, including the legal boundaries for breaking into systems without authorization. The course will also cover the issues related to creating security policies for organizations, as well as the ethical responsibilities of protecting network and computer systems, and the ethical boundaries related to accessing other organizations systems

COMP 173: Strategic Partnerships (3)
Prerequisite: None
This course covers strategic partnerships concepts which are connected to the organization revenue and competitive advantage. Additional topics such as structure to partnerships will be covered including choosing partners, rolling out partnerships and managing strategic partnerships.

COMP 178: Information Assurance Management (3)
Prerequisite: None
The course provides an overview of several related topics in information security and assurance. The topics covered include: security architecture, security models, access control systems and methodology, applications and systems security, operation security, database security, cryptography, physical security, network and Internet security, business continuity planning, security management and law and ethics in information assurance.

COMP 231: Discrete Mathematical Methods for Computing (3)
Prerequisite: *None*
This course is intended to be a college-level introductory Discrete Mathematics course for either undergraduate or graduate students. The course focuses on the following seven key topics: Combinatorial Problems and Techniques, Sets, Relations and Functions, Coding Theory, Graphs, Matching, Counting Techniques, Recurrence Relations and Generating Functions.

COMP 240: Client/Server Management (3)
Prerequisite: None
The course covers the technology involved and management of Client Server architecture. The procedures, rules, and guidelines for handling technology such as LAN management and application development. Management structures and processes to manage cline server environment will be discussed. Concurrent processing, program interface and algorithms in client server design will be covered. Other topics that will be discussed are: The UDP, TCP server, Windows Server administration, applications server, web servers and remote access technologies. Socket programming will be used in project. Students will be free to use either Java or Python for programming.

COMP 250: Computer Architecture and Digital Design (3)
Prerequisite: *COMP 109*
Design and analysis of the structure and function of modern computer systems. Topics studied include combinational and sequential logic, number systems and computer arithmetic, hardware design and organization of CPU, I/O systems and memory systems, instruction set, performance characterization and measurement. Tradeoff parameters such as performance (speed), hardware complexity (cost), memory footprint and power consumption are analyzed, current trends and developments in computer architecture and organization.

COMP 260: Introduction to Operating Systems (3)
Prerequisite: *None*
The course is an introduction to the fundamentals of operating systems. Topics include concurrent processes and synchronization mechanisms; processor scheduling; memory management, virtual memory; paging, file management; input/output management; deadlock management; interrupt structures, interrupt processing; device management; performance of operating systems; synchronization in a multi-programmed operating system and with virtual memory management. Formal principles are illustrated with examples and case studies of one or more contemporary operating systems.

COMP 270: Essentials of Networking (3)
Prerequisite: *None*

This course includes the fundamentals of network standards, concepts, topologies and terminologies of LANs, WANs, IP addressing, subnet masking and network design, and various protocols (TCP/IP, UDP). This course teaches concepts of the Open Systems Interconnection (OSI) Networking Reference Model, technologies used in wireless networking including Bluetooth, WiMAX, and RFID, network cabling, routing Protocols (static and dynamic) and network switch. Also, this course teaches optical networking and VoIP, network security with encryption techniques as Public-Key Cryptography and Industrial Networks.

COMP 273: Information Technology Infrastructure Library (3)
Prerequisite: None
This course covers Information Technology Infrastructure Library ITIL which is widely adopted body of knowledge and best practices for successful IT Service Management. It covers concepts of ITIL which can be applied to an organization's activities.

COMP 280: Comp TIA A+ and Test Preparation (3)
Prerequisite: None
Topics covered in this course include the personal computer hardware and software troubleshooting techniques, the installation and configuration of operating systems.

COMP 281: Comp TIA Project+ (3)
Prerequisite: None
Topics covered in this course include practices of project management, project's life cycle, roles, and skills necessary to effectively initiate, plan, execute, monitor, control and close a project. Completion of this course will help to prepare students for the CompTIA Project+ Certification Exam

COMP 329: Data Structures and Algorithm Analysis (3)
Prerequisite: None
This course introduces the analysis of algorithms and the effects of data structures on them. Topics include algorithms selected from areas such as sorting, searching, shortest paths, greedy algorithms, backtracking, divide and conquer, and dynamic programming. Data structures include heaps and search, splay, and spanning trees. Analysis techniques include asymptotic worst case, expected time, amortized analysis, solution of recurrence relation and reductions between problems.

COMP 335: Cyber Law and Ethics (3)
Prerequisite: None
This course explores one of the most rapidly growing areas of law. Students will take an in-depth look at the social costs and moral problems that have arisen by the expanded use of the Internet and offers up-to-date legal and philosophical perspectives on the global scale for the business community. The course will feature current research, theoretical frameworks, and case studies, that will highlight the ethical and legal practices used in computing technologies, increase the effectiveness of computing students and professionals in applying ethical values and legal statutes, and provide insight on ethical and legal discussions of real-world applications.

COMP 340: Computer Graphics (3)
Prerequisite: None
This course covers the fundamentals of computer graphic design, including design principles, digital design structures, visual perception, hardware devices, and software. Students create and modify graphics and images using graphics design tools.

COMP 345: Introduction to Computer Security (3)
Prerequisite: None
The course is an introduction to computer security. Course topics include computer security incident response process; computer criminal evidence collection, analysis and handling, email investigation, malicious code investigation, network traffic analysis and router investigation, hacker tools analysis, and computer/network forensic report writing. The course identifies and examines information security threats, information security methods, and implementation approaches used in information technology industry.

COMP 350: Database Concepts (3)

Prerequisite: None
This course introduces the fundamental concepts for design and development of database systems. Topics include: review of relational data model and the relational manipulation languages SQL and QBE; integrity constraints; logical database design, dependency theory and normalization; query processing and optimization; transaction processing, concurrency control, recovery, and security issues in database systems; object-oriented and object-relational databases; distributed databases; emerging database applications.

COMP 360: Switching and Routing Protocols (3)
Prerequisite: None
This course introduces personal skills, talents and abilities, study habits, research methodology, and other soft skills to help students go through their undergraduate studies with more success.

COMP 361: Introduction to Data Science (3)
Prerequisite: None
This course provides an introduction to the data science and combines analytic, programming and business perspectives into easy to digest techniques and thought processes for solving real world data-centric problems.

COMP 362: Data Science Mathematical Foundations (3)
Prerequisite: None
This course introduces mathematical concepts related to the data science. The following topics will be covered the following topics such as probability, optimization, calculus, linear algebra: discrete mathematics and statistics. Applications of the theory to data science and machine learning will be developed.

COMP 363: Data Science Algorithmic Foundations (3)
Prerequisite: None
This course introduces the mathematical and algorithmic foundations of data science, including machine learning, high-dimensional geometry, and analysis of large networks. Topics include algorithms for machine learning, algorithms and analysis for clustering, probabilistic models for large networks.

COMP 364: Statistics Essential for Data Science (3)
Prerequisite: STAT 200
This course introduces the statistics fundamentals for data science. Topics include exploratory data analysis, constructing and interpreting linear and generalized linear models.

COMP 365: Cyber Security and Information Assurance (3)
Prerequisite: None
This course focuses on the managerial aspects of information security and assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts. The course includes up-to-date information on changes in the field, such as national and international laws and international standards like the ISO 27000 series.

COMP 370: Essentials Digital Forensics (3)
Prerequisite: None
This course covers the concepts of digital forensics, including introduction, digital forensics process, cybercrime law, digital forensic readiness, computer forensics, mobile and embedded forensics, internet forensics, and challenges in digital forensics. I also discuss performing forensic analysis on different types of devices such as PCs, Macs, phones and other devices and the differences and main considerations of each one.

COMP 375: Human Computer Interaction (3)
Prerequisite: *COMP 250*
The course introduces the students to the fundamentals of human computer interaction (HCI). In considering HCI as an interface between the user and the computer, students will go through different fields of science like engineering, psychology, market needs, and industry. The course covers topics like; interaction design, conceptualizing interaction, cognitive design aspects, social interaction, emotional interaction, data gathering,

data analysis, interpretation, and presentation, data at scale, design, prototyping, and construction, interaction design in practice, and interaction design evaluation.

COMP 376: Artificial Intelligence Principles (3)
Prerequisite: *None*
The course covers the concepts and applications of artificial intelligence. It discusses artificial intelligence as the theory and development of computer systems capable of performing activities or solving problems with little or no human involvement.

COMP 377: Machine Learning Principles (3)
Prerequisite: None
This course provides an introduction to machine learning and statistical pattern recognition. Topics covered include supervised learning: generative and discriminative learning, parametric and non-parametric learning, neural networks, and support vector machines; unsupervised learning: k-means clustering, kernel methods, dimensionality reduction; learning theory: bias and variance tradeoffs, and large margins; and adaptive control and reinforcement learning. The course also discusses recent applications of machine learning such as speech recognition, text and web data processing, robotics, autonomous navigation, bioinformatics, and data mining.

COMP 378: Decision Making and Robotics Principles (3)
Prerequisite: None
The course will cover basic principles for robots with decision making aspects. The course will go over decision making algorithmic approaches and applications for robot perception, human trust in robot and decision-making when collaborating with robots, mobility, localization, rich interactive settings involving interactions with a dynamic environment, mapping, assistive technology, driverless vehicles, cooperative mobile robots, and robots manufacturing. Finally, the course will go over Robot Operating System (ROS).

COMP 379: Human-AI Interaction (3)
Prerequisite: None
The course forms transmission from the human computer interaction to design an interactive intelligent system by adding AI techniques and algorithms. The course will cover different applications and technologies implemented using AI like web search, mobile autocomplete, mobile photo organizer, and voice assistant. It will cover some human robot interaction like spatial, verbal, and nonverbal interaction. Finally, the course gives general guidelines to design a successful human IA interaction application with considering ethical and social aspects.

COMP 380: Wireless and Mobile Security (3)
Prerequisite: None
This course covers concepts of wireless and mobile security, including introduction to mobile and wireless networks, vulnerabilities of wireless networks, wi-fi security, Bluetooth security, WiMAX security, security in mobile networks, next generation of mobile networks.

COMP 390: Seminar II (1)
Prerequisite: COMP 157
This course provides an opportunity for students to utilize their academic experience either through a research paper or a project with their main focus on continuing their graduate studies or applying their skills in real world cases through an employment.

COMP 391: Internship in Networking (3)
Prerequisite: *Minimum of 90 credits*
Credit Hour Breakdown: 135 hours of internship
This course represents an opportunity for students receive academic credit through supervised practical training in networking and earn industry experience in an actual work environment. The internship course guides the learning contract established in the beginning of the term, on which students have to report at the end of term. Students are expected to work at least 135 hours per semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 392: Internship in Cyber Security (3)
Prerequisite: *Minimum of 90 credits*
Credit Hour Breakdown: 135 hours of internship
This course represents an opportunity for students receive academic credit through supervised practical training in cybersecurity and earn industry experience in an actual work environment. The internship course guides the learning contract established in the beginning of the term, on which students have to report at the end of term. Students are expected to work at least 135 hours per semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 393: Internship in AI (3)
Prerequisite: *Minimum of 90 credits*
Credit Hour Breakdown: 135 hours of internship
This course represents an opportunity for students receive academic credit through supervised practical training in AI and earn industry experience in an actual work environment. The internship course guides the learning contract established in the beginning of the term, on which students have to report at the end of term. Students are expected to work at least 135 hours per semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 394: Internship in Machine Learning (3)
Prerequisite: *Minimum of 90 credits*
Credit Hour Breakdown: 135 hours of internship
This course represents an opportunity for students receive academic credit through supervised practical training in ML and earn industry experience in an actual work environment. The internship course guides the learning contract established in the beginning of the term, on which students have to report at the end of term. Students are expected to work at least 135 hours per semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 396: Internship in Data Science (3)
Prerequisite: *Minimum of 90 credits*
Credit Hour Breakdown: 135 hours of internship
This course represents an opportunity for students receive academic credit through supervised practical training in data science and earn industry experience in an actual work environment. The internship course guides the learning contract established in the beginning of the term, on which students have to report at the end of term. Students are expected to work at least 135 hours per semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 410: Intrusion Detection and Prevention Systems (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 510.
This course covers the concepts of intrusion detection and prevention from different aspects. The topics include network overview, infrastructure monitoring, IDS, proactive IPS, anomaly detection, web application firewalls, wireless IDS/IPS, physical intrusion detection, geospatial intrusion detection, return on investment, etc.

COMP 411: Cloud Security (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 511.
This course covers the concepts of cyber security in the realm of cloud computing. Topics include: cloud computing basics, cloud computing models, security and compliance in the cloud, foundations of integrity and trustability in the cloud, boundary control in the cloud, network security in the cloud, identity management in the cloud, virtual machines and their security.

COMP 412: Special Topics in Networking (3)

Prerequisite: *Minimum of 90 credits*
Special Course Notes: This course is offered as an over/under with COMP 512.
This course will cover topics of current interest, specifically emerging topics and technologies in computer networking selected by the faculty. Topics will be announced before each semester.

COMP 413: Robotics Design and Programming (3)
Prerequisite: COMP 378
Special Course Notes: This course is offered as an over/under with COMP 513.
The course will offer hands on robotics design using Python programming language. Students will dive deeply into the field of robotics and stimulate their interests throughout their participation of the entire engineering design process. This course will go over a quick introduction on robots, raspberry pi, design robot wheel, arms, sensors, and motors. Then the students will go over programming the robot vision, communication and gamepad.

COMP 414: Big Data Analytics (3)
Prerequisite: None
The course explores the roles, needs, challenges, principles, trends, platforms, analytic lifecycle/methods, and architectures/frameworks relevant to big data technology. Students will learn modern big data analytics tools/systems. Students will solve problems by using big data analytics tools/systems.

COMP 415: Natural Language Processing (3)
Prerequisite: None
The course introduces the techniques and tools necessary to build natural language processing systems/applications. It surveys the concepts and significance of the automatic manipulation of natural language by software. Students will explore the field, tools, and modern practice of natural language processing.

COMP 416: Computer Vision and Image Processing (3)
Prerequisite: None
The course covers the fundamental concepts and techniques of computer vision and image processing. Topics include formation of digital images, light propagation, color perception, optical systems, and analog-to-digital conversion of signals. It surveys the formation, properties, and enhancement of digital images.

COMP 417: Special Topics in AI (3)
Prerequisite: *Minimum of 90 credits*
Special Course Notes: This course is offered as an over/under with COMP 517.
This course will cover topics of current interest, specifically emerging topics and technologies in AI selected by the faculty. Topics will be announced before each semester.

COMP 418: Special Topics in ML (3)
Prerequisite: *Minimum of 90 credits*
Special Course Notes: This course is offered as an over/under with COMP 518.
This course will cover topics of current interest, specifically emerging topics and technologies in ML selected by the faculty. Topics will be announced before each semester.

COMP 419/519: Special Topics in Cybersecurity (3)
Prerequisite: *Minimum of 90 credits*
This course will cover topics of current interest, specifically emerging topics and technologies in Cybersecurity selected by the faculty. Topics will be announced before each semester.

COMP 420: Creativity in Machine Learning (3)
Prerequisite: COMP 329
This course introduces the use of machine learning algorithms and models to perform creative tasks. Topics covered include how machine learning can be leveraged for creative applications across industries. Different types of machine learning models will be explored, including Convolutional Neural Networks, and applied in creative tasks. The course also discusses potential use and misuse of innovative technologies.

COMP 421: Smart Devices Design and Applications (3)
Prerequisite: COMP 329
Special Course Notes: This course is offered as an over/under with COMP 521.
The course focuses on the technologies, examples, and application of smart devices. It covers device communication and interactions, connectivity of devices to cloud-based infrastructures, interoperability, distributed and edge computing, data collection, and methods to derive information and knowledge from connected devices and systems using artificial intelligence and machine learning. The course focuses also on smart cities and Internet of Things infrastructure. In addition to the application that students will sill study, they will go through case studies of smart cities in the United States and around the globe like UK, South Korea, and Brazil.

COMP 422: Data Mining (3)
Prerequisite: COMP 329
Special Course Notes: This course is offered as an over/under with COMP 522.
The course covers the data, data types, preparation, visualization of data, patterns that can be mined, technologies that can be used and major issues in data mining. It also covers mining technologies like frequent pattern mining, association rules, Classification models, model efficiency, classification accuracy, cluster analysis and methods, clustering and analyzing different type of data, Outlier detection and analysis using cluster based and classification-based techniques, cluster, classification and pattern mining of streaming data and specialized mining methods for text data.

COMP 430: Ethical Hacking (3)
Prerequisite: None
The course introduces the fundamentals of protecting information technology resources from cyberattacks. It covers the tools and penetration testing methodologies used by the ethical hackers. Students will also learn to select and utilize tools to protect against security vulnerabilities.

COMP 431: Cryptography and Ciphering (3)
Prerequisite: None
The course will cover basic topics in Cryptography by dividing it into two parts, that is, secret key cryptography and Public key cryptography. The course contents include elements of cryptography and cryptanalysis, the classical Cryptosystems, Enigma, DES and AES algorithms and their modes of operations, MACs and Hash functions, RSA and ElGamal public key Cryptosystems, Hash Functions, Security protocols, PGP and Kerbros, X509 protocol, Zero Knowledge Techniques, Digital Cash and Electronic Voting.

COMP 429: Operating Systems Security (3)
Prerequisite: COMP 260
Special Course Notes: This course is offered as an over/under with COMP 532.
This course covers security concepts related to the operating systems. The course describes security threats in the Operating System scope and then focuses on Windows operating system and discusses the security topics in conjunction with Windows OS. The course looks at security measures for Windows, protection against malware, audit tools and group policies. And it also looks at ways to harden the Windows Operating System.

COMP 433: IoT and Smart Cities Security (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 533.
The course will feature the Interconnected IoT devices and their security, Smart City security architecture and security challenges. Privacy and Application security feature of Smart City will be covered. The course also covers challenges faced when integration technologies in Smart City applications including Big Data cybersecurity and Smart homes. Securing Free public Wi-Fi and Privacy preservation of E-Government, Smart Transport system, fraud detection and privacy concerns of augmentation of personal lifestyle of Smart Cities.

COMP 434: Information Risk Management (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 534.
The course covers Seven domains of IT infrastructure, identification of Hardware, software and personal assets, identification of threats, vulnerabilities and exploits to the assets, Analyzing Risk mitigation and

security controls, Risk assessment approaches, challenges and best practices, Risk assessment methodologies, Regulations and laws, standards, guidelines, policies, Planning Risk mitigation, Business impact analysis and disaster recovery plans.

COMP 436: Cyber Security Governance and Compliance (3)
Prerequisite: COMP 432
The course surveys the frameworks, models, and mechanisms relevant to the cybersecurity governance and compliance. Students will explore the frameworks and models that can be deployed to be in compliance with business related regulations as well as to withstand different forms of cyberattacks.

COMP 440: R Programming for Data Science (3)
Prerequisite: COMP 121
During this course, students will develop basic skills for obtaining, cleaning, transforming, and visualizing real-world datasets using the R programming language and the RStudio integrated development environment. Statistical methods for analyzing, interpreting, and predicting dataset trends are then introduced and approached from a computational point of view using randomization and simulation. Additional topics may be covered, such as an introduction to advanced or special topics like cross-validation.

COMP 441: Statistical and Computational Foundations of Machine Learning (3)
Prerequisite: STAT 200
This course introduces the statistics and computational foundations of machine learning. Topics covered include probability (random variables, modeling with continuous and discrete distributions), linear algebra (inner product spaces, linear operators), and multivariate differential calculus (partial derivatives, matrix differentials) as applicable to the machine learning. Topics covered include computational complexity, analysis of algorithms, proof techniques, optimization, dynamic programming, recursion, and data structures. Students will apply the mathematical and computation concepts by writing programs.

COMP 442: Numerical Analysis (3)
Prerequisite: COMP 231
Special Course Notes: This course is offered as an over/under with COMP 542.
This course provides a range of numerical solutions for problems in natural sciences, social sciences, engineering, and business. The topics are included but not limited to linear systems of equations, matrix topic and properties, nonlinear equations, polynomials, and more. At the advanced level, topics would be approximation methods, differential equations, extrapolation methods, and error propagation.

COMP 443: Data-Intensive Distributed Computing (3)
Prerequisite: COMP 250
Special Course Notes: This course is offered as an over/under with COMP 543.
The course has two parts namely the theory and hands on. The theory will cover the topics like: Distributed system architecture, File system, processing, Transection management, communications, Concurrency control, reliability, recovery, replication and security in the context of distributed data storage and processing. The hands-on part of the course will cover distributed processing using Hadoop and MapReduce. Students are required to demonstrate that they can install, configure and use Hadoop at the end of the class.

COMP 444: Special Topics in Data Science (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 545.
The course will cover the concepts of assumptions, characteristics and role of scientific research and analytic skills needed for design, data sampling and analysis of experimental results. The course also covers internal and external research validation skills, control techniques. Qualitative and quantitative research methods, random and nonrandom sampling techniques, Descriptive and inferential statistical skills, trend analysis, linear modeling techniques and analysis of convergence, research report presentation.

COMP 445: Introduction to AI for Business (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 545.

In this course students will learn artificial Intelligence and machine learning techniques, methods, and software to design and develop systems to solve business problems like analytics to make decisions. Deep learning and Cognitive computing will be discussed along with the impact of robotics applications in industry and its effect on jobs with some legal implications. New generation of expert systems will be covers. IoT technologies as an enabler to analytics will be covered.

COMP 449: Financial Analysis for Technology Manager (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 549.
The course covers the financial tools managers use to address the questions such as the financial condition of the company or organization, the company's or organization's long-term investment, how to raise money for the investment, how the company or organization meets daily financial requirements. Topics include accounting statements, types of costs, profit, financial markets, investment decision tools, net present value, free cash flows, project financing, risk management, cost of capital, long-term and short-term financing, and equity financing for entrepreneurs. Discussion also covers mergers and acquisition activities, governance and ethics. Business cases from contemporary companies or organizations and readings relevant to technology management are used to illustrate the application of financial concepts.

COMP 450: Research and Analytic Skills (3)
Prerequisite: None
This course introduces personal skills, talents and abilities, study habits, research methodology, and other soft skills to help students go through their undergraduate studies with more success.

COMP 455: Information Technologies for Mobile Commerce (3)
Prerequisite: None
The course covers the financial tools managers use to address the questions such as the financial condition of the company or organization, the company's or organization's long-term investment, how to raise money for the investment, how the company or organization meets daily financial requirements. Topics include accounting statements, types of costs, profit, financial markets, investment decision tools, net present value, free cash flows, project financing, risk management, cost of capital, long-term and short-term financing, and equity financing for entrepreneurs. Discussion also covers mergers and acquisition activities, governance and ethics. Business cases from contemporary companies or organizations and readings relevant to technology management are used to illustrate the application of financial concepts.

COMP 460: Web Application Development for Business (3)
Prerequisite: None
The course covers how to develop completed browser-based business application., how to use common web tools to develop business applications. The following topics are covered such as HTML, common web technologies. This course also covers how developers can use technology to develop and deploy business applications that user's access via the Web.

COMP 463: Systems Analysis and Design for Business (3)
Prerequisite: None
This course provides an overview of the systems development life cycle when designing a business project. It introduces tools and methods for the analysis and design of information systems and the management and organizational skills needed for their implementation. Information analysis in entity-relationship modeling and process modeling in data flow diagrams will be covered as the key skills in structured system analysis and design.

COMP 465: Contemporary Issues in IT Management (3)
Prerequisite: Minimum of 90 credits completed
The course covers contemporary issues in information technology management. The following topics are covered, management issues in network, service, helpdesk, application, development and other phases of the information technology project life cycle.

COMP 480: AWS Test Preparation for Cloud Practitioner Certificate (3)
Prerequisite: None

Topics covered in this course include AWS cloud, the basic global infrastructure, architectural principles, basic security and compliance aspects of the AWS platform and the shared security model, basic/core characteristics of deploying and operating in the AWS cloud. Completion of this course will help prepare students for the AWS Cloud Practitioner certification exam.

COMP 483: IBM AI Engineering Professional Test Preparation (3)
Prerequisite: None
Topics covered in this course include machine learning, deep learning, neural networks, ML algorithms, machine learning algorithms and pipelines, supervised and unsupervised machine learning models. Completion of this course will help prepare students for the IBM AI Engineering Professional Test.

COMP 486: Comp TIA Network+ and Test Preparation (3)
Prerequisite: COMP 270
Topics covered in this course include networking architectures, cabling, Ethernet, network installations, TCP/IP and its applications, remote technology, wireless networking, network monitoring and troubleshooting. Completion of this course will help prepare students for the CompTIA Network+ certification exam.

COMP 487: Comp TIA Security+ and Test Preparation (3)
Prerequisite: COMP 345
This course provides students with the knowledge and skills to assess & evaluate the security of an IT infrastructure or environment and to recommend & implement the appropriate security solutions. Students will gain the awareness of security related laws/policies/regulations, including principles of governance, risk, and compliance. Student will learn to identify, analyze, and respond to security events and incidents. Completion of this course will prepare students to sit for the CompTIA Security+ certification exam.

COMP 484: Microsoft Certified Azure Data Scientist Associate (3)
Prerequisite: COMP 432
Topics covered in this course include. how to implement and run machine learning workloads using Azure Machine Learning Service, run data experiments, manage, train and deploy models, managing and optimizing models. Completion of this course will help prepare students for the Data Science Solution on Azure certification exam.

COMP 485: SAS Certified Data Scientist (3)
Prerequisite: None
The course will cover SAS programing steps like data preparation, use of SAS procedures and data analytics. The course will have a detailed discussion of data analytics process, Data visualization, Normal distribution, descriptive and inferential statistics, the variance, linear regression, logistic regression, Predictive Models, Preparing input for model and performance evaluations.

COMP 499: Senior Project and Seminar (4)
Prerequisite: COMP 390
This course provides a hands-on experience to undergraduate students as related to their area of interest within the scope of the program. The objective is to give students insights and access to information that will help them complete a project in this course. Students in this seminar course are expected to work under the direct supervision of the faculty advisor of the course. Students are required to attend as many meetings/seminars as needed and specified by the faculty advisor and be able to determine how well the learning objectives of the course are accomplished.

COMP 501: Advanced Operating Systems (3)
Prerequisite: COMP 260
This course provides an in-depth coverage of modern operating systems, including architectures, file systems, memory models, uniprocessor scheduling, and multiprocessor scheduling. It surveys the contribution of virtualization technology to the development of virtual machines. It also provides an overview on the embedded, cloud, and IoT operating systems.

COMP 502: Design and Analysis of Algorithms (3)
Prerequisite: COMP 329

This course provides an in-depth coverage of modern operating systems, including architectures, file systems, memory models, uniprocessor scheduling, and multiprocessor scheduling. It surveys the contribution of virtualization technology to the development of virtual machines. It also provides an overview on the embedded, cloud, and IoT operating systems.

COMP 503: Networking and Telecommunications (3)
Prerequisite: COMP 270
This course includes a comprehensive overview of the interaction and relationship between telecommunications and data processing. It covers telecommunications fundamentals, as well as the important relationships among coding, error detection and error correction, and noise. Topics as switching, timing, topological structures, routing algorithms, and teleprocessing are discussed. Other topics covered include protocols, network monitoring and security, and system validation.

COMP 504: Database Management Systems (3)
Prerequisite: COMP 350
The course covers fundamentals of logical database design. Different database models and their implementation. Relational algebra and relational calculus. Design theory of relational databases, keys, functional dependencies and normalization. Storage mechanisms. Structured query language and use of semantics for query optimization. DDL, constraints, views and triggers. Transaction processing and concurrency controls. Recovery from failures. Assertions and database.

COMP 505: Research Methods (3)
Prerequisite: None
Course covers major considerations and tasks involved in conducting scientific research, particularly in the area of information technology. It also covers research concepts, methods, evaluation, and applications of research in the information technology field. The course will also guide the students through the process of writing a research paper including the following aspects such as choosing a research problem, identifying sources, hypothesis, variables to be examined, assumptions. Students are expected to submit a proposal if they choose the Thesis COMP 698 option or a project concept paper if they choose a capstone project option COMP 680, COPM 681, or COMP 682 based on their program.

COMP 510: Intrusion Detection and Prevention Systems (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 410.
This course covers the concepts of intrusion detection and prevention from different aspects. The topics include network overview, infrastructure monitoring, IDS, proactive IPS, anomaly detection, web application firewalls, wireless IDS/IPS, physical intrusion detection, geospatial intrusion detection, return on investment, etc.

COMP 511: Cloud Security (3)
Prerequisite: *None for new Graduate students; for Undergraduate students must have a minimum of 90 credits*
Special Course Notes: This course is offered as an over/under with COMP 411.
This course covers the concepts of cyber security in the realm of cloud computing. Topics include: cloud computing basics, cloud computing models, security and compliance in the cloud, foundations of integrity and trustability in the cloud, boundary control in the cloud, network security in the cloud, identity management in the cloud, virtual machines and their security.

COMP 512: Special Topics in Networking (3)
Prerequisite: COMP 503 for new Graduate students; for Undergraduate students must have a minimum of 90 credits
This course will cover topics of current interest, specifically emerging topics and technologies in computer networking selected by the faculty. Topics will be announced before each semester.

COMP 513: Robotics Design and Programming (3)
Prerequisite: COMP 329 for new Graduate students; for Undergraduate students must have taken COMP 378
The course will offer hands on robotics design using Python programming language. Students will dive deeply into the field of robotics and stimulate their interests throughout their participation of the entire engineering design process. This course will go over a quick introduction on robots, raspberry pi, design robot wheel,

arms, sensors, and motors. Then the students will go over programming the robot vision, communication and gamepad.

COMP 514: Neural Networks (3)
Prerequisite: None
This course surveys the intuition behind neural networks, the significance of neural networks, and best practices of neural network applications. Topics include models of a neuron, neural network architecture, perceptron algorithms, regularization theory, principles of self-organization, self-organizing maps, learning models, intricacies of the learning process, dynamic programming, and neuro-dynamics. Students will earn the best practices and applications of neural networks.

COMP 515: Pattern Recognition (3)
Prerequisite: None
This course examines the techniques used in extracting hidden patterns and trends from the data of different categories. Students will learn the classification of objects into classes using patterns. The topics discussed in this course are: Classifiers based on Bayes decision theory and linear, nonlinear, Context dependent classifiers, Markov models, supervised and semi supervised learning, Clustering techniques and categories of clustering algorithms that includes sequential, hierarchical and based on group theory.

COMP 516: Deep Learning (3)
Prerequisite: None
This course overviews the deep learning technology and relevant subjects including theory, architectures, limits, impact, benefits, and applications. Students will learn the fundamentals of the deep leaning, evaluate and select the deep learning applications based on the given requirements, and apply the best practice of the deep learning in solving business problems.

COMP 517: Special Topics in AI (3)
Prerequisite: *None for new Graduate students; for Undergraduate students must have a minimum of 90 credits*
Special Course Notes: This course is offered as an over/under with COMP 417.
This course will cover topics of current interest, specifically emerging topics and technologies in AI selected by the faculty. Topics will be announced before each semester.

COMP 518: Special Topics in ML (3)
Prerequisite: *None for new Graduate students; for Undergraduate students must have a minimum of 90 credits*
Special Course Notes: This course is offered as an over/under with COMP 418.
This course will cover topics of current interest, specifically emerging topics and technologies in ML selected by the faculty. Topics will be announced before each semester.

COMP 519: Special Topics in Cybersecurity (3)
Prerequisite: COMP 503
This course will cover topics of current interest, specifically emerging topics and technologies in Cybersecurity selected by the faculty. Topics will be announced before each semester.

COMP 520: Digital Forensics (3)
Prerequisite: None
The course surveys the fundamentals of computer forensics and the techniques used in identifying, collecting, preserving and analyzing digital evidence. Introduces the contemporary crime and the related legal issues and laws. Covers the steps and activities required in handling computer forensics, including the physical environment, hardware, software, and data.

COMP 521: Smart Devices Design and Applications (3)
Prerequisite: COMP 329
Special Course Notes: This course is offered as an over/under with COMP 421.
The course focuses on the technologies, examples, and application of smart devices. It covers device communication and interactions, connectivity of devices to cloud-based infrastructures, interoperability, distributed and edge computing, data collection, and methods to derive information and knowledge from connected devices and systems using artificial intelligence and machine learning. The course focuses also

on smart cities and Internet of Things infrastructure. In addition to the application that students will sill study, they will go through case studies of smart cities in the United States and around the globe like UK, South Korea, and Brazil.

COMP 522: Data Mining (3)
Prerequisite: COMP 329
Special Course Notes: This course is offered as an over/under with COMP 422.
The course covers the data, data types, preparation, visualization of data, patterns that can be mined, technologies that can be used and major issues in data mining. It also covers mining technologies like frequent pattern mining, association rules, Classification models, model efficiency, classification accuracy, cluster analysis and methods, clustering and analyzing different type of data, Outlier detection and analysis using cluster based and classification-based techniques, cluster, classification and pattern mining of streaming data and specialized mining methods for text data.

COMP 523: Big Data Principles (3)
Prerequisite: COMP 504
The course covers the concepts, models, layers, and applications of the big data. Students will learn to recognize different data elements, identify frequent data operations for various types of data, design big data infrastructure plans, and apply techniques to handle the big data related problems.

COMP 524: Metadata Applications in Complex Big Data Problems (3)
Prerequisite: COMP 504
Course explores technical and analytical issues, solutions and gaps in processing large volumes of data by leveraging metadata and provides extensive understanding for theory and methods of creating and using metadata.

COMP 525: Role of Analytics in Decision-making (3)
Prerequisite: None
Course covers data analytics and its role in business decisions. This course will cover why data is important and how it has evolved. The following concepts will also be covered such as big data, a framework for conducting Data Analysis and what tools and techniques are commonly used.

COMP 527: Distributed Operating Systems (3)
Prerequisite: *COMP 501*
This course surveys the architecture, models, storage system, and applications of the distributed operating systems. Topics include system models, internetworking, web services, inter-process communication, remote invocation, indirect communication, name services, distributed file systems, and security issues.

COMP 528: Data Analytics Foundation (3)
Prerequisite: None
Course covers data analytics and business intelligence algorithms. Introduces algorithms for data mining and machine learning. Discusses data modeling skills required for processing and interpreting data for classification, clustering, prediction and other.

COMP 529: Information Fusion (3)
Prerequisite: None
Course provides an overview of the fundamental concepts, frameworks and applications in the field of information fusion. It discusses the design, development, implementation, integration, and validation of information fusion for real-world applications.

COMP 531: Algorithms for Data Analytics (3)
Prerequisite: COMP 329
Course covers data analytics and business intelligence algorithms. Introduces algorithms for data mining and machine learning. Discusses data modeling skills required for processing and interpreting data for classification, clustering, prediction and other.

COMP 532: Operating Systems Security (3)
Prerequisite: COMP 260

Special Course Notes: This course is offered as an over/under with COMP 429.
This course covers security concepts related to the operating systems. The course describes security threats in the Operating System scope and then focuses on Windows operating system and discusses the security topics in conjunction with Windows OS. The course looks at security measures for Windows, protection against malware, audit tools and group policies. And it also looks at ways to harden the Windows Operating System.

COMP 533: IoT and Smart Cities Security (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 433.
The course will feature the Interconnected IoT devices and their security, Smart City security architecture and security challenges. Privacy and Application security feature of Smart City will be covered. The course also covers challenges faced when integration technologies in Smart City applications including Big Data cybersecurity and Smart homes. Securing Free public Wi-Fi and Privacy preservation of E-Government, Smart Transport system, fraud detection and privacy concerns of augmentation of personal lifestyle of Smart Cities.

COMP 534: Information Risk Management (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 434.
The course covers Seven domains of IT infrastructure, identification of Hardware, software and personal assets, identification of threats, vulnerabilities and exploits to the assets, Analyzing Risk mitigation and security controls, Risk assessment approaches, challenges and best practices, Risk assessment methodologies, Regulations and laws, standards, guidelines, policies, Planning Risk mitigation, Business impact analysis and disaster recovery plans.

COMP 542: Numerical Analysis (3)
Prerequisite: COMP 231
Special Course Notes: This course is offered as an over/under with COMP 442.
This course provides a range of numerical solutions for problems in natural sciences, social sciences, engineering, and business. The topics are included but not limited to linear systems of equations, matrix topic and properties, nonlinear equations, polynomials, and more. At the advanced level, topics would be approximation methods, differential equations, extrapolation methods, and error propagation.

COMP 543: Data-Intensive Distributed Computing (3)
Prerequisite: COMP 250
Special Course Notes: This course is offered as an over/under with COMP 443.
The course has two parts namely the theory and hands on. The theory will cover the topics like: Distributed system architecture, File system, processing, Transection management, communications, Concurrency control, reliability, recovery, replication and security in the context of distributed data storage and processing. The hands-on part of the course will cover distributed processing using Hadoop and MapReduce. Students are required to demonstrate that they can install, configure and use Hadoop at the end of the class.

COMP 544: Special Topics in Data Science (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 444.
The course will cover the concepts of assumptions, characteristics and role of scientific research and analytic skills needed for design, data sampling and analysis of experimental results. The course also covers internal and external research validation skills, control techniques. Qualitative and quantitative research methods, random and nonrandom sampling techniques, Descriptive and inferential statistical skills, trend analysis, linear modeling techniques and analysis of convergence, research report presentation.

COMP 545: Introduction to AI for Business (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 445.
In this course students will learn artificial Intelligence and machine learning techniques, methods, and software to design and develop systems to solve business problems like analytics to make decisions. Deep learning and Cognitive computing will be discussed along with the impact of robotics applications in industry and

its effect on jobs with some legal implications. New generation of expert systems will be covers. IoT technologies as an enabler to analytics will be covered.

COMP 549: Financial Analysis for Technology Manager (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 449.
The course covers the financial tools managers use to address the questions such as the financial condition of the company or organization, the company's or organization's long-term investment, how to raise money for the investment, how the company or organization meets daily financial requirements. Topics include accounting statements, types of costs, profit, financial markets, investment decision tools, net present value, free cash flows, project financing, risk management, cost of capital, long-term and short-term financing, and equity financing for entrepreneurs. Discussion also covers mergers and acquisition activities, governance and ethics. Business cases from contemporary companies or organizations and readings relevant to technology management are used to illustrate the application of financial concepts.

COMP 555: Information Technologies for Mobile Commerce (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 455.
The course covers the financial tools managers use to address the questions such as the financial condition of the company or organization, the company's or organization's long-term investment, how to raise money for the investment, how the company or organization meets daily financial requirements. Topics include accounting statements, types of costs, profit, financial markets, investment decision tools, net present value, free cash flows, project financing, risk management, cost of capital, long-term and short-term financing, and equity financing for entrepreneurs. Discussion also covers mergers and acquisition activities, governance and ethics. Business cases from contemporary companies or organizations and readings relevant to technology management are used to illustrate the application of financial concepts.

COMP 560: Web Application Development for Business (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 460.
The course covers how to develop completed browser-based business application., how to use common web tools to develop business applications. The following topics are covered such as HTML, common web technologies. This course also covers how developers can use technology to develop and deploy business applications that user's access via the Web.

COMP 563: Systems Analysis and Design for Business (3)
Prerequisite: None
Special Course Notes: This course is offered as an over/under with COMP 463.
This course provides an overview of the systems development life cycle when designing a business project. It introduces tools and methods for the analysis and design of information systems and the management and organizational skills needed for their implementation. Information analysis in entity-relationship modeling and process modeling in data flow diagrams will be covered as the key skills in structured system analysis and design.

COMP 565: Contemporary Issues in IT Management (3)
Prerequisite: Minimum of 90 credits completed
Special Course Notes: This course is offered as an over/under with COMP 465.
The course covers contemporary issues in information technology management. The following topics are covered, management issues in network, service, helpdesk, application, development and other phases of the information technology project life cycle.

COMP 591: Internship I in Networking and Cybersecurity (3)
*Prerequisite***:** *Completion of core courses and 50% of the program courses*
Credit Hour Breakdown: 135 hours of internship

This course offers hands-on experience to students enrolled in the Master of networking and cybersecurity degree in a domain close to their main career path intentions. Students are encouraged to pursue projects that would allow them to apply engineering design concepts gained in the classroom, going through all stages

of system development, from analysis and design to implementation and testing. These three (3) credits hour project internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 593: Internship I in AI and Machine Learning (3)
Prerequisite: Completion of core courses and 50% of the program courses
Credit Hour Breakdown: 135 hours of internship
This course offers hands-on experience to students enrolled in the Master of networking and cybersecurity degree in a domain close to their main career path intentions. Students are encouraged to pursue projects that would allow them to apply engineering design concepts gained in the classroom, going through all stages of system development, from analysis and design to implementation and testing. These three (3) credits hour project internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 596: Internship I in Data Analysis (3)
Prerequisite: Completion of core courses and 50% of the program courses
Credit Hour Breakdown: 135 hours of internship
This course offers hands-on experience to students enrolled in the Master of networking and cybersecurity degree in a domain close to their main career path intentions. Students are encouraged to pursue projects that would allow them to apply engineering design concepts gained in the classroom, going through all stages of system development, from analysis and design to implementation and testing. These three (3) credits hour project internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 610: Cognitive Computing (3)
Prerequisite: None
Course covers principles, techniques and models for developing cognitive computing and artificial intelligence-based systems. Covers how to prepare and formulate data collection, sampling, preprocessing for such systems. Introducing the technical and managerial issues in developing and using applications based on cognitive computing and Artificial Intelligence Applications techniques.

COMP 611: Data Warehousing (3)
Prerequisite: COMP 540
This course examines the technical skills required to design, implement, and maintain a data warehouse. It covers basic data warehousing concepts, dimensional modeling and its benefits over ER model, data warehousing system design and implementation, gathering data from primary data sources, transforming data, cleaning and loading data (ETL) into a data marts. Integrating data marts into data warehouse. Students learn how to create a cube using OLAP and analyze cube data using client applications, the typical data warehouse components and architecture.

COMP 613: Game Design (3)
Prerequisite: COMP 502
This course covers an overview of game design and theory. Topics include the roles of game designers, game structures and elements as well as game development stages and methods. Students learn about designing, prototyping, developing, and playtesting games.

COMP 614: Speech Recognition (3)
Prerequisite: None
Course introduces essential algorithms used in speech recognition and discuss and demonstrate how to uses them as a basis to explore general text and speech and machine learning algorithms relevant to a variety of other areas in computer science. The course will make use of several software libraries and will study recent research and publications in this area.

COMP 617: AWS Certified Machine Learning (3)

Prerequisite: None
This course surveys the objectives of AWS Certified Machine Learning exam. It prepares students with the knowledge and skills needed to design, implement, deploy, and maintain machine learning solutions. Topics include AWS built-in machine learning algorithms, AWS machine learning services, exploratory data analysis using AWS machine learning tools, automatic model turning as well as data engineering with AWS S3, kinesis, and DynamoDB.

COMP 618: Google Machine Learning (3)
Prerequisite: None
This course surveys the design and development of machine models to solve business problems utilizing Google Cloud platform. Topics include design of machine learning models, machine learning algorithms, developing machine learning models, monitoring machine learning solutions, and optimizing machine learning solutions. Google machine learning knowledge and skills that students will gain include all aspects of machine learning model architecture, data preparation/processing/pipeline, metric interpretation, infrastructure management, and data engineering.

COMP 620: Wireless Network Security (3)
Prerequisite: *COMP 503*
The course surveys the weaknesses, architecture, components, protocols, standards, and policies of the wireless network security. Topics include the scope of the wireless network, the security policies and laws relevant to the wireless networks, the evaluation and selection of tools or systems to harden the wireless network security, and the emergency management.

COMP 621: Data Security and Data Protection (3)
*Prerequisite***:** *None*
This course examines defense-in-depth strategies for securing database which are constantly under threat especially from SQL injection and other forms of attacks. It also covers mechanisms for securing data at rest and in transit. The topics covered in this course include: current protocols for the secure exchange of data; the Data Encryption Standard and the Advanced Encryption Standard and secure mechanisms for communication; the Public Key Infrastructure (PKI) and the use of digital signatures and certificates for protecting and validating data; firewalls, VPN, IDS/IPS, PKI, patch management, authentication and password security, application security, granular access control, securing database-to database communications, encryption, privacy, fault tolerance, protection of personal identifiable information (PII), regulations and compliance (SOX, HIPAA, GLBA, etc.,), logging, auditing and auditing architectures. Strategies for the physical protection of information assets are also studied.

COMP 622: Principles of GIS (3)
Prerequisite: None
The course surveys the principles, data input, data models, data measurements, and applications of the geographic information system (GIS). It covers the data capturing, data storing, and data presentation via the geographic information system to support the better understanding of the spatial patterns and relationships.

COMP 623: Cisco Certified Network Professional (CCNP) (3)
*Prerequisite***:** *None*
This course covers the objectives of the latest Cisco Certified Network Professional (CCNP) Enterprise core exam. It focuses on Implementing and Operating Cisco Enterprise Network Core Technologies (ENCOR). It prepares students with the knowledge of the enterprise infrastructure, including IPv4 architecture, IPv6 architecture, virtualization, infrastructure, network assurance, security, and automation as well as sit for the CCNP Enterprise core exam.

COMP 625: Certified Information Systems Security Professional (CISSP) (3)
Prerequisite: *None*
This course covers the objectives of Certified Information Systems Security Professional (CISSP) exam and prepares students with the knowledge and skills to sit for CISSP exam. Key topics include security architecture, security operations, asset security, identify & access management, risk management, security assessment & testing, network security, and software development security.

COMP 626: Web Analytics (3)

Prerequisite: None
This course examines web structures and extracting information from web using automated and wrapper induction. It will also cover collaborative filtering, web document indexing, content management using clustering and classification techniques, social network analysis, page ranking and HITS algorithms, sentiment analysis that includes document, sentence and aspect level sentiment analysis and opinion mining.

COMP 627: Descriptive and Predictive Analytical Tools (3)
Prerequisite: COMP 528
This course covers the survey of descriptive and predictive analytics with a detailed discussion of software tools that are used for visual analytics and predictive analysis. Course will examine the features of Visual tools like Tableau, IBM Cognos, Qlik Sense and Microsoft Power BI. Some of best available tools for predictive analysis will also be covered. Students will use Tableau and Python for hands-on exercises for visual and predictive analysis.

COMP 628: Special Topics in Data Analytics (3)
Prerequisite: None
This course will cover topics of current interest, specifically emerging topics and technologies in data analysis selected by the faculty. Topics will be announced before each semester.

COMP 629: Privacy and Security in Big Data (3)
*Prerequisite***:** *None*
The course overviews the privacy and security in the big data environment, surveys the mechanisms to manage access controls to the big data systems, and discusses the big data relevant security policies. It prepares students with the knowledge and skills necessary to recognize threats, assess risks, evaluate vulnerabilities, and recommend the proper measures in order to improve and control the privacy and security in the big data system.

COMP 630: Text Analytics (3)
Prerequisite: COMP 504
This course examines text data access and retrieval method including the techniques of extracting and processing. The course will also cover NLP and information systems, Document ranking, common retrieval functions, applications of text data mining and analysis, text classification and clustering algorithms, word extraction and word clustering, topic analysis, opinion mining and sentiment analysis and use of text mining in Cybercrime. Capturing IM and IRC chats and cyberbullying detection.

COMP 631: Cloudera Certified Associate (CCA) Data Analyst (3)
Prerequisite: None
This prepares students with the knowledge and skills needed to create tables, alter tables, create views, improve query performance, prepare reports using query language commands, calculate aggregate statistics, create queries against multiple data sources, transform the output format of queries, and perform complex queries utilizing Cloudera Impala and Apache Hive. Students will be able to sit for the Cloudera Certified Associate Data Analyst (CCA159) certification exam.

COMP 632: Microsoft Certified Azure Data Scientist Associate (3)
Prerequisite: None
This course prepares students with the skills to undertake tasks, including setting up Azure Machine Learning workspace, running experiments & train models, optimizing & managing models, deploying & consuming models, planning & creating appropriate working environments for data science workloads on Azure. Students will be able to sit for Microsoft Azure Data Scientist certification exam.

COMP 680: Network and Cybersecurity Capstone Project (3)
Prerequisite: COMP 505
This course focuses on a technical project that emphasizes engineering design of capstone project in network and cybersecurity. It will be carried out by the master student under the supervision of a faculty member. Based on the project topic identified in COMP 505, students will complete the preliminary work. A progress report must be submitted at the end of the semester detailing the problem description, proposed solution approach, and a list of deliverables.

COMP 681: AI and ML Capstone Project (3)
Prerequisite: COMP 505
This course focuses on a technical project that emphasizes engineering design of capstone project in AI and Machine Learning. It will be carried out by the master student under the supervision of a faculty member. Based on the project topic identified in COMP 505, students will complete the preliminary work. A progress report must be submitted at the end of the semester detailing the problem description, proposed solution approach, and a list of deliverables.

COMP 682: Data Analytics Capstone Project (3)
Prerequisite: COMP 505
This course focuses on a technical project that emphasizes engineering design of capstone project in Data Analytics. It will be carried out by the master student under the supervision of a faculty member. Based on the project topic identified in COMP 505, students will complete the preliminary work. A progress report must be submitted at the end of the semester detailing the problem description, proposed solution approach, and a list of deliverables.

COMP 691: Internship II in Networking and Cybersecurity (3)
Prerequisite: *COMP 591*
Credit Hour Breakdown: 135 hours of internship
*T*his course offers hands-on experience to students enrolled in the Master of networking and cybersecurity degree in a domain close to their main career path intentions. Students are encouraged to pursue projects that would allow them to apply engineering design concepts gained in the classroom, going through all stages of system development, from analysis and design to implementation and testing. These three (3) credits hour project internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 693: Internship II in AI and Machine Learning (3)
Prerequisite: COMP 593
Credit Hour Breakdown: 135 hours of internship
This course offers hands-on experience to students enrolled in the Master of networking and cybersecurity degree in a domain close to their main career path intentions. Students are encouraged to pursue projects that would allow them to apply engineering design concepts gained in the classroom, going through all stages of system development, from analysis and design to implementation and testing. These three (3) credits hour project internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 696: Internship II in Data Analysis (3)
Prerequisite: COMP 596
Credit Hour Breakdown: 135 hours of internship
This course offers hands-on experience to students enrolled in the Master of networking and cybersecurity degree in a domain close to their main career path intentions. Students are encouraged to pursue projects that would allow them to apply engineering design concepts gained in the classroom, going through all stages of system development, from analysis and design to implementation and testing. These three (3) credits hour project internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

COMP 698: Master Thesis (3)
Prerequisite: COMP 505
The thesis work is a continuation of the research proposal submitted in COMP 505. Students are encouraged to start their thesis work as early as possible. The thesis work can comprise the problem statement, literature review, research methodology, analysis and conclusion parts of the research established in COMP 505. In this Thesis, students complete the project and write the thesis.

ECON 101: Principles of Microeconomics (3)

Prerequisite*: *None
Microeconomics mainly studies the economic choices facing the individual entities, including consumers and business firms. This course covers the basic topics of economic tradeoffs, supply and demand model, concept of elasticity, consumer choice model, theories of cost and production, and the firm's behavior and performance under different market structures. The course also introduces the students to the problems of market failure and public choice, and the impacts of public policy on consumers and business firms.

ECON 102: Principles of Macroeconomics (3)
Prerequisite*: *None
Macroeconomics is primarily concerned with economic analysis and policy making at the national level. This course introduces the students to the basics of national income determination, measurements of inflation and unemployment rates, economic fluctuations, and economic growth. The course also covers the foundations of aggregate demand and aggregate supply, the basics of the classical and Keynesian models, the tools of fiscal and monetary policies, and an introduction to macroeconomic policy debates.

ECON 207: Intermediate Microeconomics (3)
Prerequisite: ECON 101 Principles of Microeconomics
Internship Qualified
In addition to an in-depth coverage of the core concepts covered in ECON 101, this course incorporates a number of intermediate microeconomic topics, including the general equilibrium model, game theory, and decision making under risk and uncertainty. The course applies algebra and extensive graphical analysis in presenting its main topics. It also involves problem solving to demonstrate real-world applications of the theoretical microeconomic concepts.

ECON 208: Intermediate Macroeconomics (3)
Prerequisite: *ECON 102 Principles of Macroeconomics*
Internship Qualified
This course goes beyond the basic concepts presented in ECON 102 and provides an in-depth coverage of the core macroeconomic topics within an analytical framework. Furthermore, it introduces the students to a number of modern macroeconomic topics; including credit market imperfections, new Keynesian economics, the monetarist counterrevolution, and international macroeconomics. The course applies algebra and extensive graphical analysis and involves problem solving to demonstrate the real-world applications of its theoretical concepts.

ELAC 0230: Low Beginner Speaking, Listening & Pronunciation (70 hours)
Prerequisite: Placement or no previous exposure to the language
In this course, students will begin to build their academic listening, speaking, and vocabulary skills, and focus on clear speech through pronunciation practice. Listening tasks include predicting listening content, listening for main ideas, details, opinions, and examples on a variety of high-interest topics. Some of the speaking tasks include expressing opinions and reactions, asking and answering questions, agreeing anddisagreeing, and asking for repetition. Pronunciation features are introduced such as sentence intonation and syllable stress. Students will learn and use selected vocabulary from the Academic Word List.

ELAC 0235: Low Beginner Reading, Writing & Grammar (70 hours)
Prerequisite: Placement or no previous exposure to the language
In this course, students will begin to build their academic reading, writing, and vocabulary skills with a focus on developing a strong grammatical foundation. Reading skills include previewing a text, reading for main ideas and details, and recognizing different text types. Writing skills include basic sentence structures and an introduction to the writing process including pre-writing, outlining, revising, editing, and rewriting. Some grammatical structures covered are affirmative statements, parts of speech, and selected verb tenses.

ELAC 0330: Beginner Speaking, Listening & Pronunciation (70 hours)
Prerequisite: ELAC 0230 or placement
This course will help students develop the necessary academic speaking and listening skills to gain confidence communicating in English in a variety of situations. Students will focus on building skills to listen for main ideas and details, for specific purposes, and for specific information. Speaking skills include forming questions for follow-up, clarification, and repetition. Some speaking tasks involve group and pair discussions,

as well as the preparation and delivery of a short presentation. Aspects of pronunciation covered in the course include question intonation, word stress, reduction and linking sounds.

ELAC 0335: Beginner Reading, Writing & Grammar (70 hours)
Prerequisite: ELAC 0235 or placement
This course focuses on developing basic reading and writing skills. Students will develop reading skills including recognizing main ideas and supporting details, making basic inferences, and using charts for comprehension. Students will also focus on developing writing skills such as: capitalizing proper nouns, writing well-formed complete sentences, using coordinating conjunctions, and using time order words. In addition, students will study present and past simple verb tenses, prepositions of location, and subordinating conjunctions. Furthermore, students will also increase their vocabulary by working with synonyms, antonyms, phrasal verbs, and different word forms.

ELAC 0430: Elementary Speaking, Listening & Pronunciation (70 hours)
Prerequisite: ELAC 0330 or placement
This course focuses on developing students' academic speaking and listening skills, including the ability to identify the main ideas and factual information in level-appropriate listening passages, participate in discussions on a variety of topics, give simple presentations, and verbally summarize listening passages. This course includes an overview and practice of pronunciation features such as sentence stress, reduction, and linking sounds.

ELAC 0435: Elementary Reading, Writing & Grammar (70 hours)
Prerequisite: ELAC 0335 or placement
In this course, students will improve their reading comprehension skills and begin to learn how to write paragraphs. Specifically, students will learn to use a variety of pre-reading strategies to become more effective readers, such as identifying main and supporting ideas of a text, recognizing sequence, and identifying the author's purpose. Students will be introduced to different types of paragraphs, for example opinion and descriptive, and be expected to produce well-structured paragraphs. In addition, students will study different verb tenses (including the present perfect,) modals, comparative & superlative adjectives, future time clauses, adverbs.

ELAC 0530: Low Intermediate Speaking, Listening & Pronunciation (70 hours)
Prerequisite: ELAC 0430 or placement
This course focuses on developing students' listening comprehension, summarizing, and presentation skills. Students will understand main ideas and specific details of recorded passages on academic and general interest topics; take notes while listening; produce oral summaries of written and listening materials;prepare and deliver structured technology-assisted presentations on topics of general interest. In addition,students will give advice, make suggestions, ask for and give clarification to facilitate group discussions; and develop an ability to support opinions, explain in detail, and hypothesize. Students will also work on pronunciation skills including but not limited to word endings, syllable stress, intonation, and linking sounds.

ELAC 0535: Low Intermediate Reading, Writing & Grammar (70 hours)
Prerequisite: ELAC 0435 or placement
In this course, students will work with a variety of academic reading materials to develop basic academic reading skills (skimming for main ideas and scanning for key details). Students will also learn to deduce the meaning of new vocabulary from contextual and structural cues. Students will review the principles of basic paragraph structure and focus on mastering the ability to write different types of paragraphs including descriptive, example, and opinion paragraphs. In addition, students will review sentence structure and learn how to avoid fragments and run-on sentences. Students will continue to work on using verb tenses correctly and ensuring subject-verb agreement in their writing.

ELAC 0630: Intermediate Speaking, Listening & Pronunciation (70 hours)
Prerequisite: ELAC 0530 or placement
This course helps students expand their fluency, emphasizing the language they need for academic studies and real world communication. This course develops students' listening comprehension and note-taking skills, including listening for main ideas and details, tuning out distractions, and understanding the speaker's purpose. This course also provides insights into U.S. life and culture and builds academic vocabulary through topics such as gender issues, the environment, and philanthropy. In addition, students will improvetheir

understanding of American English pronunciation by focusing on intonation, stress patterns, and reduced sound in fast speech.

ELAC 0635: Intermediate Reading, Writing & Grammar (70 hours)
Prerequisite: ELAC 0535 or placement
This course is designed for students who need to improve their academic reading and writing skills and enlarge their vocabulary. The students expand their vocabulary by understanding the meaning from contextas well as word root meanings. The course readings explore controversial issues of contemporary U.S. culture. During this course, students will be introduced to the basic essay structure as well as various typesof essays including descriptive and compare/ contrast. In addition, the course will focus on the correct usage of dependent clauses, subordinating conjunctions, comparatives, phrasal verbs, and complex verb tenses.

ELAC 0730: High Intermediate Speaking, Listening & Pronunciation (70 hours)
Prerequisite: ELAC 0630 or placement
This course focuses on developing academic listening and speaking skills. Students will learn to give short structured presentations and improve their ability to comprehend and analyze academic discourse including expressing surprise, encouragement, and approval; and refuting an argument. This course includes an accent-reduction component to help students speak clearly and with appropriate intonation patterns. Furthermore, the academic language skills developed in this course will help to prepare students for the TOEFL iBT test.

ELAC 0735: High Intermediate Reading, Writing & Grammar (70 hours)
Prerequisite: ELAC 0635 or placement
In this course, students will review the basic principles of essay organization, focus on mastering multiple types of essays, including argumentative, and cause/effect. Students will further develop their academic reading skills in interpretation, inference, and contextual vocabulary cues. Students will analyze summarize, and criticize ideas encountered in reading passages. In addition, this course provides instruction on higher-level grammatical constructions in academic writing, such as verb tense consistency,effective relative clause usage, real and unreal conditionals, and passive voice. Furthermore, the academic language skills developed in this course will help to prepare students for the TOEFL iBT test.

ELAC 0802: North American Standard English Phonetics (35 hours)
Prerequisite: ELAC 0730 or placement
This course is designed to help prepare students to comfortably converse with clear pronunciation in a variety of situations. The course will focus student attention on intonation and syllable stress, which is oneof the most important facets of accent reduction. Students will feel more confident about conversing with Americans in their daily lives. In addition, students who are preparing to enter academic programs will gainuseful pronunciation experience that will enable them to better understand (and be understood by) native speaking professors and classmates.

ELAC 0803: Public Speaking Skills (35 hours)
Prerequisite: ELAC 0730 or placement
This course is designed to develop practical skills of public speaking. It will cover how to reduce speaker anxiety and various kinds of speeches such as impromptu, persuasive, and informative. During the durationof the course, students will give constructive peer-to-peer feedback as well as student self-evaluations. This course will enable students to improve their public speaking skills for not only college or university courses, but also in the workplace.

ELAC 0804: Presentation Skills (35 hours)
Prerequisite: ELAC 0730 or placement
In this course, students will develop their confidence and abilities to be effective presenters. Students will explore different techniques to organize and outline presentations, identify and utilize supporting materials and research, and create and select effective visual aids. Students who take this course will be able to deliver presentations in academic and professional settings.

ELAC 0805: Personal Branding (35 hours)
Prerequisite: ELAC 0730 or placement

One important aspect of any career is personal branding. This means developing skills for presentingyourself to future employers in person, on paper, and online. This class will focus on improving your professional image and social media, interview and networking skills, and business writing such as résumés and emails. The course includes speaking, reading, and business writing assignments.

ELAC 0806: Advanced Writing for Academic Purposes
Prerequisite: ELAC 0735 or placement
The main focus of this course is to develop the skills and knowledge required to write an academic research paper including quoting, paraphrasing, summarizing, accessing and evaluating research sources, avoiding plagiarism, citing sources and essay formatting according to APA style. In addition, the course familiarizes international students with the general expectations of the American higher education system and assists them in building strong academic skills.

ELAC 0810: Grammar Workshop & Editing (35 hours)
Prerequisite: ELAC 0735 or placement
The course is designed for students who have taken grammar courses and have a general understandingof grammar rules, but have trouble demonstrating it consistently, particularly through their writing. Each week, the class will target specific grammar errors that are commonly observed among English learners, such as incorrect use of verb tenses, various forms of agreement, determiners, word forms, and mechanics.After reviewing the rules, students will be asked to check their comprehension by using the targeted grammatical points at the sentence and paragraph level, eventually leading to writing 5-paragraph essays,which will be peer- and self-edited.

ELAC 0811: Academic Listening Skills (35 hours)
Prerequisite: ELAC 0730 or placement
The main goal of this class is to improve the student's academic listening skills. Students will be exposed to a variety of authentic listening materials such as US television, Ted Talks, and current events. Studentswill learn how to effectively use among other skills ask probing questions, request clarification, paraphrase,and summarize.

ELAC 0812: Critical Reading for Academic Purposes (35 hours)
Prerequisite: ELAC 0735 or placement
The main goal of this class is to improve critical reading skills for academic purposes. Students will actively engage in critical analysis of authentic texts from a variety of academic disciplines, such as learning to distinguish between fact and opinion, evaluating conclusions, assessing the validity of arguments, and telling whether or not a text is academic. Students will gain strategies for improving reading comprehension, developing academic vocabulary, and critical thinking.

ELAC 0813: English Through Popular American Literature (35 hours)
Prerequisite: ELAC 0735 or placement
In this course, students will explore the book Outliers by Malcolm Gladwell. Participants will have the opportunity to develop critical thinking skills through reading, discussion, debate, and writing activities that are essential to success in American academia. In addition, the course will build active college-level reading skills and provide students with a repertoire of strategies for reading for different purposes. The reading selection provides an enjoyable learning experience to foster both an appreciation of reading and greater cultural awareness.

ELAC 0815: English Through Service Learning (35 hours)
Prerequisite: ELAC 0730 or placement
This course is designed to provide students with authentic experience that fosters their language learning objectives and gives them first-hand exposure to American culture and American people. Students will explore different social and economic issues that impact our communities through their service learning as well as through researching and critical thinking. The course will have two components: in class and in community service.

ELAC 0817: Critical Thinking through News around the World (35 hours)
Prerequisite: ELAC 0730 or placement

Students in this elective course will use a variety of news sources to develop and sharpen their critical thinking and writing skills, as well as hone the speaking skills necessary to partake in stimulating discussions. Through this course, students will gain a better understanding of the impact of current eventsthroughout the world.

ELAC 0820: TOEFL & Academic Listening (70 hours)
Prerequisite: ELAC 0630 or placement
In this intensive course, students will listen to a variety of conversations and lectures in English. Some topics that will be covered in this class are non-academic and informal; they reflect typical situations university students face in the United States. Other topics are academic and come from various fields of study in the natural sciences, the social sciences, the arts, and business. Through daily exercises, studentswill learn and practice useful listening strategies and test-taking skills that are required for TOEFL iBT.

ELAC 0821: TOEFL Speaking (70 hours)
Prerequisite: ELAC 0735 or placement
In this intensive course, students will learn six different tasks of the Speaking section: two independent tasks and four integrated tasks. Students will be introduced to a variety of speaking strategies and given ample opportunities to practice responding to different topics in a given period of time with comprehensible pronunciation.

ELAC 0822: TOEFL & Academic Reading (70 hours)
Prerequisite: ELAC 0635 or placement
This course trains students to read and understand lengthy readings on a variety of academic topics. Students will learn about vocabulary, pronoun reference, the meanings of sentences, where sentences can be inserted, inferences, rhetorical purpose, and overall organization of ideas.

ELAC 0823: TOEFL Writing (70 hours)
Prerequisite: ELAC 0735 or placement
In this course, students will learn how to write two types of essays for the TOEFL iBT independent and integrated tasks.

ELAC 0827: Debate and Analysis Through American Media (35 hours)
Prerequisite: ELAC 0730 or placement
Debating builds confidence and skills required for critical thinking and communication. In this course, students will explore a variety of controversial topics through American documentary films, TEDTalks, newspaper articles, and selected televised programs. They will learn to collect information, distinguish between and effectively use facts and opinions to support their arguments, observe the strategies used by other debaters to build their arguments, interpret and analyze information critically, and strategically supportor refute their positions. The course also aims to develop students' self-monitoring and self-correcting skills,as well as improving their ability to give and receive constructive feedback.

ELAC 0840: English for Business Professionals (35 hours)
Prerequisite: ELAC 0735 or placement
In this course, students will improve their skills in the following key areas of business communication: taking part in meetings, telephoning, negotiating, presenting, and socializing. Students will also be introduced to the style, vocabulary, and various formats of business writing, such as letters, reports, memos, email, and other electronic communication. Grammar and editing skills are reinforced as important components of effective professional communication.

ELAC 0850: IELTS Preparation (70 hours)
Prerequisite: ELAC 0735 or placement
The International English Language Testing System (IELTS) is an internationally recognized standardized English proficiency exam, which is generally required for universities in the UK, Ireland, Australia, and New Zealand. While most American universities require TOEFL scores as entry requirement for international students, some schools also accept IELTS scores. This course prepares students who plan to take the IELTS exam by improving their overall English skills and familiarizing them with the test format, topics, andstrategies that are needed to succeed in achieving their desired IELTS score.

ELAC 0906: High Advanced Academic Writing for Graduate Coursework (70 hours)
Prerequisite: Completion of 0800 Level Courses or placement
This course is designed to expose students to the conventions of academic writing and critical thinking so that they may successfully produce prose that is clear and direct with appropriate structure and support. Students are introduced to the basic rhetorical modes (e.g., argumentation, cause and effect, comparison and contrast) in the context of English rhetorical structure. This course provides students with the opportunity to experience writing as a process that requires refinement and experience. Students will learn to write for specific audiences and to understand how to approach writing for different disciplines.

ELAC 0998: Intercultural Communication in College and University (35 hours)
Prerequisite: Completion of 0800 Level Courses or placement
This course explores academic culture and interaction in college and university. Students will explorecultural assumptions and academic norms at US-based higher education institutions. This interactivecourse allows for students to discuss, debate, and form common understandings about practices, interactions, and ethics in US-higher education institutions.

ELAC 0999: Succeeding as an International Student (35 hours)
Prerequisite: Completion of 0800 Level Courses or placement
This course serves as an introduction to the US-based higher education experience. In addition to learning in-the-classroom, students also need to learn how to navigate the college and university setting outside of the classroom. This practical course helps students to understand the basic structure of the university, the various resource centers available to them, and the people who can help them navigate in their college/university experience. This course provides an opportunity for students to become more fluent in talking about and navigating the university as a system, as well as helping them become more comfortable in engaging with different individuals outside of the classroom.

ENGL 120: Academic Writing (3)
Prerequisite: None
Academic Writing focuses on reviewing the fundamentals of standard written English for academic purposes. Students will practice writing common forms of academic documents and demonstrate the ability to successfully use APA formatting. This interactive class provides students with an opportunity to improve their academic writing skills necessary for success in college and beyond.

GEOG 101: World Geography (3)
Prerequisite: None
The purpose of this course is to develop your understanding of the physical, cultural, social, and economic conditions of world regions and how these conditions reflect and shape worldviews.

“The study of Geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciate the diversity of cultures that exist across continents and in the end, it’s about using all that knowledge to help bridge divides and bring people together.” - Barack Obama

The course will introduce you to global diversity with emphasis on regional and global interrelationships and interdependencies and exploration of opportunities for collaboration across regions and nations to improve the human condition and secure the planet for future generations. At the personal level, this course will guide each of us in becoming responsible global citizens through setting a good example, listening to others, and responding to others needs and having a sense of responsibility toward one another and the planet.

GEOL 101: Introduction to Geology (3)
Prerequisite: None
This course provides an introduction to the dynamics of the earth –volcanoes, earthquakes, plate tectonics, rivers and streams, groundwater, glaciers, waves, wind, and landslides –with an emphasis on the environment applications of these processes. This course also covers tools of the geologist, for example maps and aerial photographs.

GOVT 121: World Governments (3)
Prerequisite: None

Welcome to World Governments – a course opportunity to explore and discuss government systems around the globe, as well as build your own capacity to critically and thoughtfully examine the impact of government on those who are governed. This course provides you with conceptual and analytical tools that you can use to address and answer a wide range of questions about the social world. What is the purpose of government? How does government affect our quality of life and economic conditions? What about personal health and education? Does it encourage or shift social and cultural practices? What are the ethical and social obligations that it has to the people? Is it aligned with the ethics and sense of moral good of those governed?

This course has been designed to encourage your engagement in the fast-paced world we live in while drawing distinctions and comparisons between the way we govern and are governed around the world. The focus is on understanding and explaining political phenomena that take place within a nation's government system. Our approach is to explore the extent to which governments systems serve their citizens, as well as the system's global impact.

Throughout the course, you will focus on selected countries, and using the tools of analysis of political systems, will examine the evidence of impact across multiple factors and seek to reach conclusions about the extent to which citizens and global interests are being served. You will also consider government systems in terms of a theory of worldviews and explore options for building conditions that have the potential of increasing capacity for serving humanity and the planet.

This course is organized into four parts:

- In Part 1, you will explore the purpose, types, structure, and political processes of government systems in the world today, as well identify the core values and beliefs associated with each type. This portion of the course is primarily descriptive and qualitative. It provides a foundation for more in-depth exploration in subsequent weeks of study.
- Part 2 introduces dimensions of geopolitics and analysis of government systems and the primary tools used for that analysis. During this part of the course, you will begin to apply those tools to describe assigned nation-states.
- In Part 3, you will use a variety of available resources to help them assess the consequences of government systems for their citizens, other nations, and the world. Using the tools and domains of assessment introduced in the previous section, you will conduct an in-depth assessment, analysis, and comparison of selected governments in today's world.
- Part 4 introduces a theory of worldviews as applied to government systems and explores strategies for further developing each government's ability to serve their citizens, other nations, and the world. You will assess worldviews of selected countries and suggest strategies for advancing those worldviews.

GOVT 130: American Society and Politics (3)
Prerequisite: None
The class is designed to provide students with a core understanding of American politics and society and inspire their interest and possibly involvement in the American political system. It is comprised of three main modules. The first part of the course explores the historic, cultural and religious origins of the American state and focuses on the issues of American exceptionalism, national identity, religious roots and early political development. The second module centers on the key principles, institutions, and decision-making processes of the American political system, and evaluates the basis strengths and weaknesses of American modern governance. Finally, module three, examines some of the most current and prominent dilemmas in modern American life, including the politics of race, social security, health care and gender issues.

GOVT 505: Research Methods (3)
(Also offered as: CMP 551, PUAD 505)
Prerequisite: None
This course provides knowledge of research methodologies used in varying disciplines. The course includes experimental design, surveys, case studies, and fieldwork. It introduces students to applied research methodologies. The use of analytical tools, literature searches, and the application of APA documentation style will result in a formal written proposal that may serve as the basis for each student's special project.

GOVT 510: Theories of International Relations (3)
Prerequisite: None

This seminar is designed to provide a comprehensive overview of the field of international relations. Throughout the course, we will examine different approaches to explaining international relations. By surveying major concepts and theories in the field, the seminar will also assist graduate students in preparing for the further study in the more specialized areas of International Relations.

GOVT 520: International Security (3)
(Also offered as PUAD 520)
Prerequisite: None
This course will familiarize students with some of the major theoretical issues in the study of international security, and some of the central challenges shaping current debates about security and the use of force. War and conflict have been central to international politics. The study of security investigates causes of war, strategies for avoiding conflict, and the impact of new technologies, actors, and ideas on calculations about the use of force. This course will give students a solid grounding in current theoretical issues and security challenges in the international arena, and to encourage them to think about how an understanding of these issues can help them address existing security problems.

GOVT 530: Democratization (3)
Prerequisite: None
This course provides an overview of the literature in comparative politics on democratization. We will address longstanding conceptual questions including definitions of democracy, democratic transitions, and consolidation. The seminar will also tackle debates related to the preconditions for democratization and as well as different accounts for democratic successes and failures. The course will examine a variety of analytic approaches and methodologies scholars employ in the subfield of comparative politics.

GOVT 540: International Law (3)
Prerequisite: None
Internship Qualified
This course aims to illustrate the importance of international law, in all its forms, in relation to many of the central issues that preoccupy governments and other relevant actors and to highlight the extent to which the assumptions underpinning this body of law have changed in recent decades. The focus is on the norms, actors and processes, which contribute to making international law what it is today. The approach seeks to combine theory and practice, although particular emphasis is attached to the actual practice of international law and its impact, or lack thereof, in relation to some of the most pressing issues on the international agenda. The course will follow relevant current events in the field.

GOVT 551: Conflict Resolution (3)
(Also offered as PUAD 551)
Prerequisite: None
Internship Qualified
This course gives students practical experience in resolving workplace disagreements and discourse. Students will learn how to use different models and theories on resolving conflict in the organization. Students will develop skills in negotiations, dispute resolution, communications, reconciliations and mediations.

GOVT 612: International Management (3)
(Also offered as & PUAD 612)
Prerequisite: MBA 513
Internship Qualified
This course focuses on the challenges inherent in managing a workforce comprised of employees from more than one country. Particular emphasis is placed on cultural and legal differences as well as the development of programs and processes, which select, motivate, train, and evaluate across national borders.

GOVT 613: Enterprise Resource Planning (3)
Prerequisite: MBA 512 or GOVT 505
Internship Qualified
Logistics involves the integration of information, transportation, inventory, warehousing, material handling, and purchasing. All of these areas provide a variety of stimulating jobs for students interested in operations management, marketing, and information systems. Because of the strategic importance of logistical performance, any student interested in senior management will benefit from this course.

GOVT 614: International Finance (3)
(Also offered as MBA 614)
Prerequisite: MBA 511
Internship Qualified
This course aims to concentrate on the following two topics: (1) basics of international financial markets including derivatives; and (2) managerial perspectives on international finance. The course includes an analysis of different types of financial instruments, such as currencies, stocks, futures, options, international risk and diversification, and swaps. The course covers the theoretical concepts of international financial markets and the study of valuations, acquisitions, and strategies using various techniques to analyze foreign investments.

GOVT 615: International Strategy (3)
Prerequisite: MBA 516 or GOVT 510
Internship Qualified
This course examines entry strategies to foreign markets for international and multinational firms as well as strategies for managing operations across borders.

GOVT 616: International Marketing (3)
Prerequisite: None
Internship Qualified
This course examines the methods and strategies used by firms in international and multinational marketing efforts. Particular attention is paid to how companies decide whether to go global or remain local and how they engage in multi-level marketing opportunities.

GOVT 617: Import & Export Management (3)
Prerequisite: None
Internship Qualified
For many organizations, the first step toward multinational operations begins with importing and exporting goods. This course focuses on the strategies and processes of import/export management.

GOVT 618: International Economics & Trade (3)
Prerequisite: None
Internship Qualified
The course is designed to provide students with the analytical tools and techniques required to managing financial assets across international borders. Employing modern decision and probability theory and statistical techniques, the students will investigate the concepts governing the economics of international trade, risk management, logistics and international law.

GOVT 625: Effective Negotiations (3)
(Also offered as PUAD 625)
Prerequisite: None
Internship Qualified
This course examines the theory and practice of negotiations, including strategies, legal issues, methods, and approaches.

GOVT 631: Intercultural Communication (3)
Prerequisite: None
This course focuses on the importance of culture in our everyday lives, and the ways in which culture interrelates with and effects communication processes. We live in an era of rapid globalization in which being able to communicate across cultures is imperative to our ability to function in a diverse workplace, city, and world. This course will take us on a journey. Using our stories and our online discussions, this course is designed to increase our sensitivity to other cultures. Just as importantly, this journey increases our awareness of our own cultural backgrounds, and the contexts (social, cultural and historical) in which we live and communicate.

GOVT 632: Comparative Politics (3)
Prerequisite: GOVT 510
Internship Qualified
This course introduces students to some of the main theories, concepts, approaches, and methods in comparative politics. It is a seminar based on classroom discussion and student participation. One major

objective of this course is to familiarize students with the most important literature in comparative politics and help to prepare them for the comprehensive exam. We will read and discuss both "classic" and contemporary material drawn from a variety of social science disciplines such as political science, economics, history, anthropology and sociology. Throughout the course, we will explore important theoretical and methodological issues in the comparative study of political behavior and institutions.

GOVT 633: Politics of Development Aid (3)
Prerequisite: None
Internship Qualified
This course provides the platform for critical thinking about what makes some countries richer and more developed than others. This question has puzzled social scientists for many generations. In this course, we will engage in a critical evaluation of the existing schools of thought and how these address the politics of development. We will pay particular attention to the situation in non-industrial societies and actively follow the contemporary debate on international development aid.

GOVT 634: Operations Management (3)
(Also offered PUAD 634)
Prerequisite: None
Internship Qualified
This course examines the use of mathematical models in managing the operations of organizations. Techniques examined include queuing, facility planning, distribution network, and transportation models.

GOVT 635: Intelligence & Foreign Policy (3)
Prerequisite: GOVT 510
This course emphasizes the development of intelligence systems and assesses the ways in which they help or hinder international actors in achieving policy objectives. The course goal is to provide answers to three questions: "What is intelligence?" "How does it work?" and "What difference does it make?"

GOVT 650: Policy-Making in a Global Context (3)
Prerequisite: None
Internship Qualified
This course places the development of policy-making in its international context as it relates to globalization. It considers its impact on enlargement and the evolution of economic policies for implementation. This course also explores how companies must adapt and revise their strategies accordingly. Students will study the economics of European integration and the problems of regulation, redistribution, banking, security, and cooperation.

GOVT 651: International Economics & Politics (3)
Prerequisite: GOVT 618
Internship Qualified
This course addresses the interaction of economic and political policy and the lessons to be derived for businesses and international organizations. The course will examine the political factors underlying economic policy in emerging market economies including policies toward banking crises, privatization of state-owned enterprises, macroeconomic problems, reform of the international trade system, and corruption.

GOVT 652: International Industrial Development Strategies (3)
Prerequisite: None
Internship Qualified
Development is sweeping the globe and the redefinition of boundaries between the public and private sectors has created new and exciting opportunities for business and policy makers. This course will review the international experience with privatization, the current sale of electric utilities, airlines, and telecommunication companies in emerging and developed economies.

GOVT 665: Graduate Internship I (3)
Prerequisite: Dean's approval
The objective of the course is to provide hands-on and practical work experience in their business specialization that will give students a competitive advantage when they graduate. Students will have a chance to gain work experience in areas of their interest and gain exposure to the industry practices and key contacts for future employment opportunities. This three (3) credit hour internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two

meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

GOVT 666: Graduate Internship II (3)
Prerequisite: Dean's approval
The objective of the course is to provide hands-on and practical work experience in their business specialization that will give students a competitive advantage when they graduate. Students will have a chance to gain work experience in areas of their interest and gain exposure to the industry practices and key contacts for future employment opportunities. This three (3) credit hour internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

GOVT 711: Globalization (3)
Prerequisite: GOVT 510
Globalization is the intensification of economic, political, social, and cultural relations across international borders. The course will begin with analyses of the definition of the term "globalization", the causes, nature, and effects of the process of globalization. We will also focus on the controversy surrounding the pros and cons related to the phenomenon within the context of the evolution of the pro and anti-globalization movements.

GOVT 713: Fundamentals of US Economic Policy (3)
Prerequisite: GOVT 618
Internship Qualified
This course examines the conduct of U.S. foreign policy through economic means and the use of economic instruments. A state has many tools at its disposal to promote its own security and influence the behavior of other states. These tools range from a multitude of military options to those in the diplomatic and economic spheres. Economic instruments have been utilized by states throughout history as a means of influencing the actions of others. These instruments take the form of both "carrots" and "sticks" and consist of the granting and withholding of trade benefits, employing unilateral and multilateral sanctions and embargoes, as well as other less visible measures such as influencing behavior through aid, monetary policy and the use of the trade remedy laws.

GOVT 745: Topics in International Relations (3)
Prerequisite: None
The purpose of this course is to acquaint students to the major issues affecting the global population and policy-making. Students will become aware current trends and problems within the field of international relations.

GOVT 790: Advanced Research Project (3)
Prerequisite: A minimum of 15 credits from GOVT 505, GOVT 510, GOVT 520, GOVT 632, GOVT 618, & GOVT 711
Internship Qualified
This course is designed for students to develop a project that will encompass the key elements of International Relations, which have been studied throughout the program, culminating in the submission of a final project paper and an oral presentation.

HIST 101: World History (3)
Prerequisite: None
World History is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world.

HUMN 101: Introduction to the Arts and Humanities (3)
Prerequisite: None
This course is designed to provide a conceptual understanding and overview of the major disciplines of the humanities including music, theatre, cinema, visual arts, philosophy, and literature. This course will help students hone their critical thinking, interpretation, and discussion skills.

HUMN 105: Principles of Learning (3)

Prerequisite: None

The purpose of this course is to develop each student's capacity to learn in order to apply that capacity to *self-fulfillment* and *social performance* throughout life. Since life's conditions are always changing and requiring new knowledge and skills, we often find ourselves in the role of beginner. As a beginner, we can allow ourselves to live with wonder, to give ourselves permission to make mistakes, and learn from those mistakes. We can learn to trust those who can teach us as we advance from beginner through competence, proficiency, and expertise to eventual mastery in those areas of life to which we dedicate ourselves. Students will explore learning styles and learning design principles to support learning and the capacity to learn. Students will explore the language of being though speech acts and practices of presence. Students will become observers of their own speaking and listening, and through language and learning, students will understand and develop new worldviews and possibilities in life.

This course is a participatory seminar. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from reflective exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

HUMN 125: Foundations of Adult Development (3)

Prerequisite: None

We commonly speak of thinking patterns in one of two models. Some begin with the general or big picture and move to the specifics in an effort to find a solution to the challenge or opportunity each situation presents. Others use the pattern of moving from the specific to the general pattern by focusing on the details and aligning them so a big picture view can emerge. This course is designed to allow us to integrate both types of thinking into a holistic approach for developing our worldview. It introduces a cohesive and comprehensive system of thinking that provides a methodology for looking at the macro and micro issues simultaneously. The course introduces us to a practical and usable change technology that helps us align and connect all the variables, stakeholders, cultures, sub-cultures, and other interests of a complete system.

We begin by exploring the holistic model of worldviews based on the emergent cyclical theory of Clare Graves and conclude with an emphasis on the application of the model to real-world issues. Students will be able to incorporate these practices into the assessment and development of their particular worldview and take effective action in developing solutions at macro and micro levels across multiple domains of human concerns.

This course is a participatory seminar. We will discuss assigned readings and discoveries gleaned from reflective exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

HUMN 150: Practices of Learning (3)

Prerequisite: None

The purpose of this course is to pursue the practices of learning and being. The content of this course includes concepts and practices of observation, awareness of cognitive bias, brainstorming, critical thinking, problem-solving, decision-making, and priority-setting. The central goal of this course is to empower students to think more clearly and analytically about what they believe and be more effective in social performance.

Human beings bring a wide range of cognitive biases to our worldview and these biases can lead us to reach invalid conclusions and make decisions that make subsequent action both ineffective and inefficient. This course begins with building capacity to observe with an emphasis on openness to a "world to word" way of being as opposed to projecting our beliefs onto the world or living a "word to world" approach.

Tools and processes for exploring possibilities through brainstorming, critical thinking, problem-solving, decision-making, and priority-setting are introduced and practiced in a variety of situations inside and outside the classroom. Throughout the semester, we will emphasize the application of course material to real-world issues. Students will be able to incorporate these practices into the assessment and development of their particular worldview.

This course is a participatory seminar. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from reflective exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

HUMN 200: Designing Your Life (3)
Prerequisite: None
Self-fulfillment is the combination of the hopes we have for our lives, as well as the plans we create to achieve them. When you know what fulfills you, you can make a conscious effort to design your life around it. This course is about discovery – exploring our lives for what we find fulfilling and meaningful, declaring our commitments, and developing plans and practices that move us forward in fulfilling our commitments and creating a meaningful life. We will focus on learning and practicing how to live a meaningful and fulfilling life, cultivate what is best within yourself, and apply principles of design thinking to enhance your experiences of life across all domains of action including work, family, community, personal development, and play.

This course is a participatory seminar. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from reflective exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

INCS 300: Principles of Global Citizenship (3)
Prerequisite: None
The purpose of this course is to broaden the student's worldview in the context of global citizenship. Being a global citizen requires an understanding and awareness of the context of that citizenship through an exploration of the conditions shaping our future from a global perspective. The first part of this course defines the meaning and practices of global citizenship. In subsequent weeks, students will explore the nature of globalization through lenses of power, interdependence, issues of sustainability, conflict at international and regional levels, and corporate responsibility. In later weeks of the course, possible actions for addressing global issues are introduced.

This course is a participatory seminar. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from experiential exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

INCS 325: Practices of Global Citizenship (3)
Prerequisite: None
The purpose of this course is to broaden the student's worldview and engender pro-social values and practices. Being a global citizen includes cultural awareness, embracing diversity, promoting social justice, and responsibilities to act. This course explores the concept of citizenship, what constitutes meaningful citizenship, and the global dimensions of citizenship. Students will explore worldviews and values aligned with being a global citizen. Furthermore, students will explore the commitments and practices of being a global citizen and the differences it can make.

This course is a participatory seminar. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from experiential exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

MATH 160: Precalculus (3)
Prerequisite: None
The primary purpose of this course is to build skills for describing the world quantitatively using mathematical reasoning and traditional algebraic tools, and to apply those skills in day-to-day living. This course introduces the essential concepts of Precalculus needed to be successful in math including polynomial, rational, exponential, logarithmic, and trigonometric functions.

The underlying teaching philosophy is that students who study mathematics should develop skills of active inquiry and independent thought that will be used to solve problems around the world. Providing a solid foundation for the study of calculus and advanced mathematics, the course will emphasize skills development and critical thinking. It will prepare you for courses in calculus and higher mathematics and for courses in technology where knowledge of Precalculus is a prerequisite.

Throughout the course, you will explore how algebra is used in social and physical sciences and the world around you, helping to shape your worldview, increasing your capacity for impact, and empowering you to succeed in college, your career, and your life. The assigned text, *Precalculus*, by Robert Blitzer provides engaging applications of mathematical concepts to our day-to-day living.

MATH 165: Calculus I (3)

Prerequisite: MATH 160
This course covers functions, limits, the derivative, maximum and minimum problems, the integral and transcendental functions.

MBA 511: Managerial Accounting and Finance (3)
Prerequisites: ACCT 201, BUSS 303
This course focuses on companies' sources and uses of financial resources as well as accounting management. Students will focus on capital/debt structure decision and capital budgeting techniques, with particular emphasis on the impact of long and short-term uses and sources of funds on the firm's value.

MBA 512: Project & Cost Management (3)
Prerequisite: STAT 200
This course focuses on the planning, organizing, and managing of resources to bring about the successful completion of specific project goals and objectives, especially within specific start and completion dates. In addition, students will learn how to adhere to classic project constraints of scope, quality, time and budget while learning the tools and techniques necessary to minimize the risk of failure in achieving the organization's goal and objectives.

MBA 513: Organizational Behavior (3)
Prerequisite: None
This course focuses on how people behave in organizations and groups. Topics include leadership, motivation, organizational culture, and roles within groups.

MBA 514: Marketing Management (3)
Prerequisite: None
This course examines the methods and strategies used by corporations and firms in developing marketing efforts, strategy and policies. It focuses on the practical application of marketing techniques and the management of company's marketing resources and activities to create an effective, cost-efficient marketing strategy to succeed and become profitable, in particular, within rapidly emerging forces of globalization. In addition, the course provides learning experience and cultivates operational skills and knowledge on designing and facilitating marketing campaigns within the business environment.

MBA 605: Auditing (3)
Prerequisite: None
Internship Qualified
This course provides students with the knowledge of a variety of auditing issues. It focuses on basic auditing concepts and principles including professional standards, planning an audit and auditing internal controls, evidence gathering, fraud, and sampling tools for audits, as well as a review of audit procedures and audit reports.

MBA 608: Financial Reporting and Decision Making (3)
Prerequisite: None
Internship Qualified
This course presents accounting reporting and decision-making tools used in various businesses. Students will understand basic to complex financial reporting and decision-making concepts and practices. Topics include the analysis of financial statements, ratio analysis, benchmarking, valuation concepts, risk, budgeting, investments, and taxes.

MBA 610: Taxation of Business Entities (3)
Prerequisite: None
Internship Qualified
This course provides students with the knowledge of a variety of tax issues. The course includes a basic introduction to taxation, tax issues with investments, and other business transactions. The course will also cover taxation of various types of corporations and individuals including gift and income taxes.

MBA 611: Business Ethics and Law (3)
Prerequisite: None
This course examines the legal and ethical basis of decision-making in business organizations. Topics include torts, contracts, liability, and the Uniform Commercial Code.

MBA 614: International Finance (3)
Prerequisite: MBA 511
Internship Qualified
This course concentrates on the following topics: (1) basics of international financial markets including derivatives; and (2) managerial perspectives on international finance. The course includes an analysis of different types of financial instruments, such as currencies, stocks, futures, options, international risk and diversification, and swaps. The course covers the theoretical concepts of international financial markets and the study of valuations, acquisitions, and strategies using various techniques to analyze foreign investments.

MBA 620: Long-Term Financial Decisions (3)
Prerequisite: M*BA 511*
Internship Qualified
This course places an emphasis on the optimal acquisition and allocation of long-term sources of capital. Topics include working capital, capital budgeting evaluation models, cash flow analysis, diversification, portfolio approaches to capital budgeting, capital structure, cost of capital, lease-purchase decisions, abandonment, and mergers.

MBA 621: Trading and Risk Management (3)
Prerequisite: M*BA 511*
Internship Qualified
This course will cover the different financial markets and trading theories that different market participants use to profit from moves in the market. Unlike an investments course, this class will focus more on the economic and psychological factors that move secondary markets instead of advanced calculations based on efficient market theory.

MBA 654: Accounting Information Systems (3)
Prerequisite: None
Internship Qualified
This course focuses on the analysis and design of systems that facilitate the accounting process. The students will learn how to evaluate, develop, implement and apply accounting models, processes, and internal controls used in the accounting processes. The course introduces the use of simple to complex data flow diagrams for evaluation and decision-making.

PHIL 102: Philosophy, Living, and Being (3)
Prerequisite: None
This course introduces the study of philosophy through the history of philosophical thought and texts from ancient, modern, and contemporary thinkers. It also introduces a broad spectrum of philosophical problems and perspectives with an emphasis on the systematic questioning of basic assumptions about knowledge, meaning, reality, and values.

The primary concern of philosophy is the study of ideas central to the ways we think and live. The value, however, of many of our key concepts is often hidden from us. We take the ways we make sense of ourselves and the world for granted. We forget why truth matters or acting decently is a minimal requirement for treating others justly. This course also includes an opportunity for self-reflection and consideration of one's priorities in life.

Philosophy makes the invisible visible. It cultivates techniques that will help you to become clearer about what matters to you most and develops skills that are essential in the pursuit of every discipline.

"In life, nothing matters. Unless you let it. This simple fact means you possess the greatest power in the world, the power to create your actual life experience." - John Viscount, *Mind What Matters*.

PHYS 102: Introduction to Physics (3)
Prerequisite: None
This course will introduce you to the fundamental principles of physics and their application to everyday life. The fundamental principles discussed in this course include mechanics (motion, energy, simple machines, momentum, gravity), heat and thermodynamics, electricity and magnetism, optics, sound, and light. You will gain an understanding of the physics principles involved in your everyday environment. Our approach to this course engages students by relating physics content to their lives and the greater society helping students understand the process of science by teaching critical thinking skills that are used in everyday life.

Throughout the course, you will explore how physics is used in social and physical sciences and the world around you, helping to shape your worldview, increasing your capacity for impact, and empowering you to succeed in college, your career, and your life. The assigned text, *College Physics*, provides engaging applications of physics concepts to our day-to-day living.

PMP 605: Project Management Systems (3)
Prerequisite: None
Internship Qualified
This course emphasizes planning and introduces project management fundamentals and principles from the standpoint of the manager who must organize, plan, implement, and control non-routine activities to achieve schedule, budget and performance objectives. Topics include project life cycles, project organization, project charters, work breakdown structures, responsibility matrixes, as well as basic planning, budgeting and scheduling systems. Planning and control methods such as PERT/CPM, Gantt charts, earned value systems, project management software applications, and project audits are introduced.

PMP 610: Quality Project Management Practices (3)
Prerequisite: None
This course focuses on the quality function, its implementation, and cost as well as management in both the manufacturing and service industries. The course provides students with a set of quality concepts and tools and the knowledge required for their application in quality planning, quality improvement, and quality control.

PMP 615: Risk Project Management (3)
Prerequisite: None
This course exposes students to a variety of ways to identify, analyze, and mitigate the full range of project risks. The course also explores the six risk-management processes as outlined in the PMBOK® Guide: risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk-response planning, and risk monitoring and control. Using a practitioner approach, students learn risk-management techniques by applying them to problems raised in case studies.

PMP 620: Contract and Procurement Management (3)
Prerequisite: None
Internship Qualified
This course examines processes through which goods and services are acquired in the project management environment. Topics include contract and procurement strategies; legal issues; contract pricing alternatives; technical, management and commercial requirements; RFP development; source selection; invitations to bid; bid evaluation; risk assessment; and contract negotiation and administration. By the end of the course, students will have a broad overview and understanding of the procurement cycle and how it relates to contracts, projects and management.

PMP 623: Leading Projects Across Cultural, Corporate, and Global Boundaries (3)
Prerequisite: None
Internship Qualified
Emerging and evolving economies, world circumstances, and global competition require that project managers be able to lead and manage project in this challenging arena. Project Managers must operate within environments that contain diverse cultures and projects including multiple corporations crossing international boundaries. Sensitive issues surrounding multinational and multicultural environments will be addressed and discussed as factors that shape project outcomes.

PMP 625: Advanced Project Management Practices (3)
Prerequisite: PMP 605
Internship Qualified
This course examines current topics in the project management field and provides a comprehensive review of the Project Management Body of Knowledge (PMBOK® Guide). Topics may include global project management, leadership, virtual teams, and project information systems. In addition, the general overview of principles and practices of the Project Management Professional (PMP) certification exam, administered by the Project Management Institute (PMI) will be introduced.

PMP 650: PMP Exam Preparation (3)
Prerequisite: PMP 605, PMP 610, and PMP 615

The focus of this course is to familiarize students with both the CAPM (Certified Associate in Project Management) and PMP (Project Management Professional) exams, as administered by the Project Management Institute (PMI). The overall exam administration processes will be reviewed and each of the knowledge areas (Integration Management, Scope Management, Time Management, Cost Management, Quality Management, Risk Management, Human Resource Management, Communication Management and Procurement & Contract Management) as aligned with the process groups (Initiating, Planning, Executing, Controlling & Monitoring and Closing phases) will also be reviewed to help students understand both the application and implication concepts tested in the exams. Additionally, students will participate in practice exam sessions for CAPM and PMP aimed at providing for self – assessment of exam readiness.

PMP 698: Master Thesis I (3)
Prerequisite: Completion of at least five Core courses and academic advisor's approval
The thesis work can comprise basic research or a practical project. Students are encouraged to start their thesis work as early as possible. For Thesis I, the student will be asked to work with a faculty advisor to choose a suitable master's thesis topic and prepare a thesis proposal. The master's thesis project will be conducted over a period of two semesters.

PMP 699: Master Thesis II (3)
Prerequisite: PMP 698
This course is a continuation of Master's Thesis I. The thesis work can comprise the analysis and conclusion part of the research established in Master's Thesis I. In Thesis II, students complete the project and write the thesis.

PSYC 101: Psychology (3)
Prerequisite: None
The purpose of this course is to introduce you to the fundamental principles of psychology, methodologies, and evolution of psychology. This course will help you understand humans' thoughts, feelings, and actions – Why are people the way that they are? Why do they do the things that they do? What can psychological science tell me about the world around me? And how can I use it to enrich my life and make the world a better place?

We will pursue answers to these core questions as we explore the science of behavior and mental life – from biological foundations to social and cultural influences on behavior. Topics include human behavior, personality, growth and development, moral development, cognition, memory, perception and sensation, states of consciousness, thinking and intelligence, and cultural factors shaping our way of being.

PUAD 505: Research Methods (3)
(Also offered as CMP 551 and GOVT 505)
Prerequisite: None
This course provides knowledge of research methodologies used in management information systems, information systems, information technology, computer science, and other disciplines. The course includes experimental design, surveys, case studies, and fieldwork. It introduces students to applied research methodologies. The use of analytical tools, literature searches, and the application of APA documentation style will result in a formal written proposal that may serve as the basis for each student's special project.

PUAD 511: Managerial Accounting & Finance (3)
(Also offered as MBA 511)
Prerequisite: ACCT 201& BUSS 303
This course focuses on companies' sources and uses of financial resources. Students will focus on capital/debt structure decision and capital budgeting techniques, with particular emphasis on the impact of long-end short-term uses and sources of funds on the firm's value.

PUAD 512: Project & Cost Management (3)
(Also offered as MBA 512)
Prerequisite: STAT 200
This course focuses on the planning, organizing, and managing of resources to bring about the successful completion of specific project goals and objectives, especially within specific start and completion dates. In addition, students will learn how to adhere to classic project constraints of scope, quality, time and budget while learning the tools and techniques necessary to minimize the risk of failure in achieving the organization's goal and objectives.

PUAD 513: Organizational Behavior & HR Management (3)
(Also offered as MBA 513)
Prerequisite: None
This course focuses on how people behave in organizations and groups. Topics include leadership, motivation, organizational culture, and roles within groups.

PUAD 514: Public Policy Analysis & Implementation (3)
Prerequisite: None
This class introduces students to the basic theories, principles and processes of public policymaking. It examines the public and private environments that influence the formation of public policy, the tools and techniques utilized in public policymaking and the principal actors in the process. The primary course objective is to provide students interested in political science, public administration and public service with an understanding of the significant issues, actors and behaviors in the development of public policy at the federal level.

PUAD 515: Administration in Public & Non-Profit Organizations (3)
Prerequisite: None
This survey course will introduce students to the history, ideas and practices of public administration. This includes studies of organization, policy, law, management, public service and reform issues. Public administration study includes all three branches of government in addition to its focus on the operation of the bureaucracy including the functions and responsibilities between all branches of government. Its study includes all levels and types of governmental bodies and increasingly non-governmental organizations.

PUAD 520: International Security (3)
(Also offered as GOVT 520)
Prerequisite: None
This course will familiarize students with some of the major theoretical issues in the study of international security, and some of the central challenges shaping current debates about security and the use of force. War and conflict have been central to international politics. The study of security investigates causes of war, strategies for avoiding conflict, and the impact of new technologies, actors, and ideas on calculations about the use of force as well as a background on the methods of peacekeeping. This course will give students a solid grounding in current theoretical issues and security challenges in the international arena, and to encourage them to think about how an understanding of these issues can help them address existing security problems.

PUAD 536: Labor Relations (3)
Prerequisite: None
Internship Qualified
This course will introduce students to the history of the labor movement and the collective bargaining process. Case studies will be used to understand the relationship between labor and management. Students will gain practical knowledge of balancing employee needs with organizational goals. Students will learn how to effectively evaluate employee relations programs to ensure productive and positive organizational environment. Students will participate in collective bargaining activities and understand the contract negotiation process.

PUAD 538: Compensation & Benefits (3)
Prerequisite: None
Internship Qualified
This course focuses on the design and implementation of compensation and benefit strategies to retain talented and qualified staff in the organization. The course covers the importance of financial and non-financial benefits when developing a compensation package for employees. The course will review legally required benefits as well as voluntary benefits offered by the employer. Students will learn how to evaluate compensation plans and systems to ensure they are compliant with government regulations, equitable to all staff in the organization, competitive to attract qualified employees and align with organizational goals and values. Students will gain knowledge of federal compensation tax laws, job pricing, various pay programs, and international compensation plans.

PUAD 551: Conflict Resolution (3)
Prerequisite: None

Internship Qualified
This course gives students practical experience in resolving workplace disagreements and discourse. Students will learn how to use different models and theories on resolving conflict in the organization. Students will develop skills in negotiations, dispute resolution, communications, reconciliations and mediations.

PUAD 552: Information Systems (3)
(Also offered as CMP 552)
Prerequisite: None
This course explores the management of information systems and related information technologies (IS/IT) as a part of a broader socio-technical system and their impacts on people and processes that extend well beyond organizational boundaries. In addition, subjective and debatable issues associated with IS/IT will be discussed. Accordingly, critical thinking is an important part of this course and is essential for an analysis and understanding of important issues associated with the management aspects of information systems.

PUAD 556: Database Management Systems I (3)
(Also offered as CMP 556)
Prerequisite: None
This course introduces hierarchical and relational models, normalization, query facilities, transactions, indexing, security issues, relational algebra, Structured Query Language database design stages, distributed databases, data warehousing, data and database administration, and internet database environments. Students will learn various database management systems software products and multi-user database environments and how they are controlled.

PUAD 557: Political Theory (3)
Prerequisite: None
This course is an examination of central political concepts and practices with reading from the history of political philosophy and contemporary thinkers. The course treats concepts and practices such as freedom, citizenship, equality, the state, revolution, the Socratic question of how best to lead one's life, conservatism, and anarchism, using readings by thinkers such as Aristotle, Machiavelli, Locke, Mill, Gandhi, Arendt, Foucault, and current authors.

PUAD 558: Network and Information Security (3)
(Also offered as CMP 558)
Prerequisite: None
This course provides a broad review of the field of security of information systems. Topics include operating system models and mechanisms for mandatory and discretionary controls, data models, concepts and mechanisms for database security, basic cryptography and applications, security in computer networks and distributed systems, and control and prevention of viruses and rogue programs.

PUAD 608: Financial Reporting & Decision Making (3)
(Also offered as MBA 608)
Prerequisite: None
Internship Qualified
This course presents accounting reporting and decision-making tools used in various businesses. Students will understand basic to complex financial reporting and decision-making concepts and practices. Topics include the analysis of financial statements, ratio analysis, benchmarking, valuation concepts, risk, budgeting, investments, and taxes.

PUAD 610: Managing Information System Development (3)
(Also offered as CMP 610)
Prerequisite: PUAD 552
This course overviews the processes, methods, and techniques to plan, analyze, and design complex Information Systems, within selected existing frameworks. It involves planning, gathering requirements, modeling business needs, creating blueprints for building the system, and managing and organizing resources in these challenging, difficult, complex and expensive activities.

PUAD 611: Business Ethics & Law (3)
(Also Offered as MBA 611)
Prerequisite: None

This course examines the legal and ethical basis of decision-making in business organizations. Topics include torts, contracts, liability, and the Uniform Commercial Code.

PUAD 612: International Management (3)
Prerequisite: PUAD 513
Internship Qualified
This course focuses on the challenges inherent in managing a workforce comprised of employees from more than one country. Particular emphasis is placed on cultural and legal differences as well as the development of programs and processes, which select, motivate, train, and evaluate across national borders.

PUAD 613: Enterprise Resource Planning (3)
Prerequisite: MBA 512 or PUAD 513
Internship Qualified
Logistics involves the integration of information, transportation, inventory, warehousing, material handling, and purchasing. All of these areas provide a variety of stimulating jobs for students interested in operations management, marketing, and information systems. Because of the strategic importance of logistical performance, any student interested in senior management will benefit from this course.

PUAD 614: Emergency Planning & Preparedness (3)
Prerequisite: None
Internship Qualified
This course introduces students to the process and practice of emergency/disaster planning. The goal is to create broad experience that includes the many elements of planning as the primary path to preparedness. Students will learn the relationship of emergency planning to the field of disaster management. Students are exposed to principles of social psychology, communication theory and approaches to public education. Students also learn the bases of incident management systems and emergency operations centers.

PUAD 615: Topics in Public Administration (3)
Prerequisite: None
The purpose of this course is to acquaint students to the major issues affecting today's administration of cities and to focus on current trends and problems for urban administrators.

PUAD 620: IT Governance (3)
(Also offered as CMP 620)
Prerequisite: PUAD 552
This course presents an integrated approach to information technology (IT) governance. It discusses major roadmaps components and IT Governance strategies and frameworks. Topics include strategic alignment of IT with the business, use of assets and resources, delivering on plans and commitments, establishing and/or improving accountability of constituents, managing risk and contingencies, audits, compliance, performance measures and organizational maturity.

PUAD 625: Effective Negotiations (3)
Prerequisite: None
Internship Qualified
This course examines the theory and practice of negotiations, including strategies, legal issues, methods, and approaches.

PUAD 628: Global Sourcing & Logistics (3)
Prerequisite: None
Internship Qualified
This course is designed to examine the complex issues that corporate executives must address in the decision-making process when considering whether to outsource internationally. It also examines the equally complex issues that arise once the decision is made to outsource, including how to reduce risk, thereby minimizing exposure while maximizing the opportunities for favorable outcomes and more competitive landed costs.

PUAD 630: Public & Private Partnerships (3)
Prerequisite: None
The provision of public services takes place through a variety of forms, direct government provision being only one of them. Increasingly, nonprofit and for-profit organizations, businesses, and government

contractors deliver public services in partnership with government. This course will examine the role of partnerships with non-governmental organizations in carrying out important functions of public agencies. Students will get a chance to understand the advantages of such partnerships in terms of effectiveness and efficiency thanks to increased competition and administrative flexibility. The course will also highlight potential pitfalls and unintended consequences.

PUAD 634: Operations Management (3)
Prerequisite: None
Internship Qualified
This course examines the use of mathematical models in managing the operations of organizations. Techniques examined include queuing, facility planning, distribution network, and transportation models.

PUAD 640: The Health Services System (3)
Prerequisite: None
Internship Qualified
This course provides an overview of the evolution, structure and current issues in the health care system. It examines the unique features of health care as a product and the changing relationships between patients, physicians, hospitals, insurers, employers, communities, and government.

PUAD 641: Economics of Healthcare Policy (3)
Prerequisite: None
Internship Qualified
This course applies basic economic concepts to analyze the health care market and evaluate health policies. The course begins with an analysis of the demand for health, the derived demand for medical care, and the demand for health insurance. The second part of the course examines the supply of medical care by physicians and hospitals, medical technology, and the role of managed care organizations.

PUAD 642: Financial Management of Healthcare Institutions (3)
Prerequisite: PUAD 511
Internship Qualified
This course focuses on the application of financial analysis to financial and operating decisions in the health care industry. Valuation methods covered include net present value of free cash flows, decision tree analysis, real options, and multiples.

PUAD 643: Legal Aspects of Healthcare (3)
Prerequisite: None
Internship Qualified
This course offers a current and historical overview of the regulation of health care delivery in the US. It examines principles and practical applications of laws that affect the operational decisions of health care providers, health plans, and third-party payers and managers that impact development of markets for health care products and services.

PUAD 665: Graduate Internship I (3)
Prerequisite: Dean's approval
The objective of the course is to provide hands-on and practical work experience in their business specialization that will give students a competitive advantage when they graduate. Students will have a chance to gain work experience in areas of their interest and gain exposure to the industry practices and key contacts for future employment opportunities. This three (3) credit hour internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

PUAD 666: Graduate Internship II (3)
Prerequisite: Dean's approval
The objective of the course is to provide hands-on and practical work experience in their business specialization that will give students a competitive advantage when they graduate. Students will have a chance to gain work experience in areas of their interest and gain exposure to the industry practices and key contacts for future employment opportunities. This three (3) credit hour internship is for students who are expected to work a minimum of 135 hours during the semester. Students are required to attend two

meetings/seminars with their faculty advisor to determine learning objectives and assess how well learning objectives are being accomplished.

PUAD 790: Advanced Research Project (3)
Prerequisite: A minimum of 15 credits from PUAD 505, PUAD 513, PUAD 514, PUAD 515, PUAD 608, PUAD 611
Internship Qualified
This course is designed for students to develop a project that will encompass the key elements of public administration, which have been studied throughout the MPA program, culminating in the submission of a final project paper and an oral presentation in front of a panel of experts in the field that includes defense of their project.

RLGN 111: World Religions (3)
Prerequisite: None
The purpose of the World Religions course is to explore the meaning of religion for humankind and the potential for religious beliefs to serve humanity at all levels – the individual, family, community, national, and global level. Religion is a core factor impacting society in economics, law, science, the arts, and for understanding politics at local, national, and global levels.

Part 1 of this course provides an overview of the teachings, historical development, and way of life for the five major world religions – Hinduism, Buddhism, Judaism, Christianity, and Islam. Following the focus of the *Invitation to World Religions* text, this course seeks to address three primary questions for each of these major world religions:

1. What is ultimate reality?
2. How should we live in this world?
3. What is our ultimate purpose?

In Part 2 of this course, we begin to take a deeper look at the beliefs and practices of the five major world religions to further develop understanding of the connections between the external/outer values of religion and the spiritual/inner values. The commitment of this approach is to further develop tolerance, understanding, and valuing of diversity across religions.

Part 3 of this course explores how our religious beliefs can serve us at all levels of society and concludes with an inquiry about the possibilities of religion to address the challenges of humanity in the world today.

SOCI 101: Sociology (3)
Prerequisite: None
The purpose of this course is to develop your understanding of socialization, culture, public policy, global inequalities, social issues, and social problems and how they impact our various communities. This course will introduce you to the origins of sociology as a discipline, the major sociological theories, and sociological concepts to enhance your understanding of sociology as a discipline. It will also expand on current social issues and social problems in our communities and create a desire in you to develop a moral compass for becoming a responsible steward of our society.

The course concludes by further developing your capacity to promote constructive social change at the local, national, regional, and global levels. To achieve these outcomes, we have organized the course into three parts:

- Part 1 lays a foundation by developing our understanding of society itself – its features and their interrelationships. In particular, we focus on two major aspects of social systems – social structure and culture.
- Part 2 directs our attention to social problems such as crime, poverty, political corruption, inequality, racism, gender bias, and other social concerns. We explore how a social problem becomes defined and seek to identify the systematic causes or sources of social problems.
- Part 3 focuses on social change including social movements, population change, and globalization. We address questions such as: What can be done to intervene in a social system? How do we generate positive social change? How do I increase my capacity to support positive change of social systems?

TLLP 250: Designing Your Career (3)
Prerequisite: None
The purpose of this course is to explore possibilities and build your capacities for career success – regardless of what you choose to do or the organizations you join. Over the next fifteen weeks, we will explore ideas, tools, and processes for designing a career where you can find purpose and meaning, and develop those capabilities that are critical for career success regardless of your work. As with the recommended (but not required) prerequisites, this course is built on the foundations of self-awareness and reflection as essential conditions for realizing your full potential in all domains of action and being. We urge you to focus on both conditions as you engage in each week's assigned activities.

This course is a participatory seminar. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from experiential exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

TLLP 275: Practices of Social Impact (3)
Prerequisite: None
The purpose of this course is to explore possibilities and build your capacity to have social impact through career activities – regardless of what you choose to do or the organizations you join. Over the next fifteen weeks, we will explore ideas, tools, and processes for creating social impact, help you find purpose and additional meaning for your career through social impact, and help develop those capabilities that make social impact possible. As with the recommended (but not required) prerequisites, this course is built on the foundations of self-awareness and reflection as essential conditions for realizing your full potential in all domains of action and being. We urge you to focus on both conditions as you engage in each week's assigned activities.

This course is a participatory seminar. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from experiential exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

TLLP 400: Models of Thinking (3)
Prerequisite: None
We spend a good part of our waking hours in the act of thinking, which could be described as private conversations with ourselves. Some are of value in leading us to effective action and well-being. Others become barriers to action and well-being. The purpose of this course is to introduce concepts, tools, and processes of thinking to help you take effective action and find your way forward without being overwhelmed by life's challenges. We will explore approaches to thinking developed by philosophers over many centuries and discuss lessons learned from everyday life in applying those approaches. This course will help you be more effective and efficient in finding solutions to the challenges and opportunities you encounter throughout life.

This course is a participatory seminar. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from experiential exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

TLLP 425: Practices of Career Planning and Leadership (3)
Prerequisite: None
The purpose of this course is to provide concepts, tools, and processes to help you engage in career planning throughout your lifetime and prepare you for being a leader regardless of your roles and career path. The focus is on generating career options, determining priorities, setting goals, developing plans, and taking action – always keeping in mind that we live in a dynamic, complex, and evolving world. This ever-changing context of our lives requires us to continue to learn and redesign throughout our lives in support of our evolving values, beliefs, worldviews, and commitments as reflected in this quote:

"A well-designed life is a life that is generative – it is constantly creative, productive, changing, evolving, and there is always the possibility of surprise." – Bill Burnett and Dave Evans, *Designing Your Life*.

This course is a participatory seminar. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from experiential exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.