Harrisburg University Of Science and Technology

Online Bachelor Degree Programs Undergraduate Catalog

Academic Years 2017-2019

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

CONTACT INFORMATION

Primary Resources:

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

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

Library
717.901.5188
Library@HarrisburgU.edu

Financial Aid
717.901.5115
FinancialAid@HarrisburgU.edu

Records and Registration
717.901.5136
Registrar@HarrisburgU.edu

Information Technology
717.901.5106
HelpDesk@HarrisburgU.edu

Student Services
717.901.5173
StudentServices@HarrisburgU.edu

Graduate Student Services
GradStudentServices@HarrisburgU.edu

Secondary Resources:

Admissions (Traditional)
717.901.5101
Admissions@HarrisburgU.edu

Office of the President
717.901.5104
President@HarrisburgU.edu

Advancement Office
717.901.5103
Connect@HarrisburgU.edu

Professional Development
717.901.5190
ProfessionalEd@HarrisburgU.edu

Finance & Administration
717.901.5105
BusinessOffice@HarrisburgU.edu

ABOUT THE CATALOG

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

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THE UNIVERSITY

HISTORY

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

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

MISSION STATEMENT

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

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

ACCREDITATION AND APPROVALS

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

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

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

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

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

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

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

Community College of Baltimore County
Community College of Philadelphia
Hussian College, School of Art
Harrisburg Area Community College

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

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

The Pennsylvania State University – University Park Campus

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

Saint Francis University

STUDENT RESPONSIBILITY STATEMENT

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

STATEMENT OF COMMUNITY VALUES

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

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

UNDERGRADUATE AND CERTIFICATE EDUCATION

Online Bachelor's Degree Program

Description

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

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

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

Philosophy

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

2017-2018 ACADEMIC CALENDAR

Online Bachelor's Degree Division

Harrisburg University operates on a semester calendar with intense summer sessions for selected offerings.

2017 FALL SEMESTER *August 26, 2017 – December 13, 2017*		
2017		
SESSION1		
S E S S I O N 1	August 28	Session 1 Begins Add/Drop Period Begins
	September 4	Labor Day Holiday (No Classes; University Closed)
	September 5	Add/Drop Period Ends Last Date to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	September 25	Last Day to Withdraw from a Course with a "W"
	October 14	Session 1 Ends
	October 18	Final Grades Due to Registration Office by 8:00 a.m.
B R E A K W E E K (October 16 – 23)		
SESSION2		
S E S S I O N 2	October 23	Session 2 Begins Add/Drop Period Begins
	October 30	Add/Drop Period Ends Last Day to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	Nov 22 – 26	Thanksgiving Holiday (No Classes; University Closed 11/24 – 11/27)
	November 20	Last Day to Withdraw from a Course with a "W"
	December 9	Session 2 Ends
	December 13	Final Grades Due to Registration Office by 8:00 a.m.

2018 SPRING SEMESTER *January 6, 2018 – April 26, 2018*		
2018		
SESSION 1		
S E S S I O N 1	January 8	Session 1 Begins Add/Drop Period Begins
	January 15	Martin Luther King, Jr. Day (No Classes; University Closed)
	January 16	Add/Drop Period Ends Last Day to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	February 5	Last Day to Withdraw from a Course with a "W"
	February 24	Session 1 Ends
	February 28	Final Grades Due to Registration Office by 8:00 a.m.

B R E A K W E E K (February 25 – March 4)		
	SESSION 2	
S E S S I O N 2	March 5	Session 2 Begins Add/Drop Period Begins
	March 12	Add/Drop Period Ends Last Date to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	April 2	Last Day to Withdraw from a Course with a "W"
	April 21	Session 2 Ends
	April 25	Final Grades Due to Registration Office by 8:00 a.m.

MAY 10 – COMMENCEMENT		
2018 SUMMER SEMESTER *May 5, 2018 – August 18, 2018*		
2017		
	SESSION 1	
S E S S I O N 1	May 7	Session 1 Begins Add/Drop Period Begins
	May 10	No Classes Due to Commencement Ceremony
	May 14	Add/Drop Period Ends Last Day to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	May 28	Memorial Day Holiday (No Classes; University Closed)
	June 4	Last Day to Withdraw from a Course with a "W"
	June 23	Session 1 Ends
	June 27	Final Grades Due to Registration Office by 8:00 a.m.
B R E A K W E E K (June 24 – July 1)		
	SESSION 2	
S E S S I O N 2	July 2	Session 2 Begins Add/Drop Period Begins
	July 4	Independence Day Holiday (No Classes; University Closed)
	July 9	Add/Drop Period Ends Last Date to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	July 30	Last Day to Withdraw from a Course with a "W"
	August 18	Session 2 Ends
	August 22	Final Grades Due to Registration Office by 8:00 a.m.

2018 – 2019 ACADEMIC CALENDAR

Online Bachelor's Degree Division

Harrisburg University operates on a semester calendar with intense summer sessions for selected offerings.

2018 FALL SEMESTER *August 25, 2018 – December 12, 2018*		
2018		
SESSION 1		
S E S S I O N 1	August 27	Session 1 Begins Add/Drop Period Begins
	September 3	Labor Day Holiday (No Classes; University Closed)
	September 4	Add/Drop Period Ends Last Date to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	September 24	Last Day to Withdraw from a Course with a "W"
	October 13	Session 1 Ends
	October 17	Final Grades Due to Registration Office by 8:00 a.m.
B R E A K W E E K (October 14 – 21)		
SESSION 2		
S E S S I O N 2	October 22	Session 2 Begins Add/Drop Period Begins
	October 29	Add/Drop Period Ends Last Day to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	November 19	Last Day to Withdraw from a Course with a "W"
	Nov 21 – 25	Thanksgiving Holiday (No Classes; University Closed 11/22 – 11/25)
	December 8	Session 2 Ends
	December 12	Final Grades Due to Registration Office by 8:00 a.m.

2019 SPRING SEMESTER *January 5, 2019 – April 25, 2019*		
2019		
SESSION 1		
S E S S I O N 1	January 7	Session 1 Begins Add/Drop Period Begins
	January 14	Add/Drop Period Ends Last Day to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	January 21	Martin Luther King, Jr. Day (No Classes; University Closed)
	February 4	Last Day to Withdraw from a Course with a "W"
	February 23	Session 1 Ends
	February 27	Final Grades Due to Registration Office by 8:00 a.m.

B R E A K W E E K (February 24 – March 3)		
	SESSION 2	
S E S S I O N 2	March 4	Session 2 Begins Add/Drop Period Begins
	March 11	Add/Drop Period Ends Last Date to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	April 1	Last Day to Withdraw from a Course with a "W"
	April 20	Session 2 Ends
	April 24	Final Grades Due to Registration Office by 8:00 a.m.

MAY 9 – COMMENCEMENT

2019 SUMMER SEMESTER *May 4, 2019 – August 17, 2019*	
2019	

	SESSION 1	
S E S S I O N 1	May 6	Session 1 Begins Add/Drop Period Begins
	May 9	No Classes Due to Commencement Ceremony
	May 13	Add/Drop Period Ends Last Day to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	May 27	Memorial Day Holiday (No Classes; University Closed)
	June 3	Last Day to Withdraw from a Course with a "W"
	June 22	Session 1 Ends
	June 26	Final Grades Due to Registration Office by 8:00 a.m.
B R E A K W E E K (June 23 – June 30)		
	SESSION 2	
S E S S I O N 2	July 1	Session 2 Begins Add/Drop Period Begins
	July 4	Independence Day Holiday (No Classes; University Closed)
	July 8	Add/Drop Period Ends Last Date to Withdraw with a 75% Tuition Refund (No Tuition Refund after this Date)
	July 29	Last Day to Withdraw from a Course with a "W"
	August 17	Session 2 Ends
	August 21	Final Grades Due to Registration Office by 8:00 a.m.

ADMISSION

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

Degree-seeking Admission

Philosophy

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

Admissions for RN to BSN Undergraduate Program

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

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

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

Admissions for Other Undergraduate Programs

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

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

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

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

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

Readmission

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

TUITION CHARGES, REFUND POLICIES AND BUSINESS OFFICE POLICIES

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

Admission Application Charge

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

Tuition

<div align="center">Online Bachelor's Degree Tuition</div>

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

See the Academic Calendar for withdrawal deadlines.

Financial Aid Counseling and Financial Clearance Date

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

Tuition Payments

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

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

Tuition Payment Plans

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

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

Laptop Computer

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

Textbooks

Textbooks and other supplies (if specified for a course) must be obtained by the student prior to the start of the course; ideally one-to-two weeks prior to allow time to complete any assignment(s). Textbooks may include both hard- and soft-bound books, journals, CDs, or software. The estimated cost for textbooks and other supplies per course is $100-200. Students can find textbook information at http://bookstore.mbsdirect.net/harrisburgu.htm.

Prior Learning Assessment Charge

A student who submits an application for prior learning assessment is charged a per semester hour amount of $225 for the number of credits hours of the course equivalent sought. This charge is imposed at the time of application. No refund will be made if the application is unsuccessful. Refer to pages 27-28 for further information regarding Prior Learning Assessment (PLA).

Other Charges

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

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

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

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

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

Enrollment Status Determination and Financial Aid Payments

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

Tuition Refund Policy

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

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

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

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

Official Withdrawal Procedure

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

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

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

Unofficial Withdrawal

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

Federal Student Financial Aid Program Refund Calculation

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

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

STUDENT FINANCIAL AID PROGRAMS AND POLICIES

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

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

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

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

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

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

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

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

Progress toward a Degree

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

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

Federal Pell Grant - The Federal Pell Grant is awarded based on a federal formula using the information provided on the Free Application for Federal Student Aid (FAFSA). Awards for a full-time student vary from $600 - $5,920 for the 2017-2018 academic year, depending on financial need.

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

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

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

Pennsylvania Higher Education Assistance Agency (PHEAA) State Grants & Special Programs – PHEAA State Grants are awarded to eligible Pennsylvania residents based on need. Estimated awards will vary from $200 to $3,772 for the 2017-2018 academic year. A student applies for the State Grant by completing the FAFSA. Renewal applicants must apply before PHEAA's May 1 deadline. Information from the FAFSA is automatically submitted to PHEAA. After the initial application is filed, students should respond directly to the PHEAA Grant Division if additional information is required to process the state grant award.

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

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

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

Satisfactory Academic Progress for Financial Aid Recipients

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

Federal regulations require the University to establish standards of academic progress in both of the following areas:
  - the student's cumulative grade point average, the qualitative measure; and,
  - the maximum time limit for completing the program of study, the quantitative measure.

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

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

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

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

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

A student who is enrolled less than full-time will have the policy applied on a pro-rata basis in accordance with enrollment status.

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

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

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

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

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

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

Failure to Meet One of the Required Satisfactory Academic Progress Standards

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

First Occurrence - Warning

A letter shall be issued placing the student on financial aid warning status for the subsequent semester. No appeal is needed, but an academic plan may be required. The student remains eligible for financial aid program assistance during the warning semester.

Second Consecutive Occurrence - Probation

A letter shall be issued placing the student on probation for the subsequent semester. An academic plan is required during the probationary period. The student remains eligible for financial aid during the probation semester.

Third Consecutive Occurrence - Dismissal

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

Federal regulations provide only one remedy to the dismissal action: if evidence is presented showing that the academic plan was successfully executed, the cumulative grade point average has improved, and the required satisfactory progress grade point average can potentially be achieved within the maximum timeframe limitation required by federal regulations, then one second probation period may be granted.

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

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

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

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

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

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

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

STUDENT SERVICES

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

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

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

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

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

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

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

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

Academic Success

Academic advising is available for each student in the Online Bachelor's Degree Program. The advisor guides the student to explore academic goals and assists in course selection for the academic program. The Online Bachelor's Degree Program and the Office of Student Services supports advising; in addition, they also support the student to access resources and develop strategies when non-academic factors affect a student's ability to achieve.

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

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

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

Textbook Services

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

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

University Library

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

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

- o   a self-service library located in the Learning Commons offering printed books, games, newspapers, and periodicals;
- research guidance for a student by phone, chat, e-mail, or in person;
- partnership with other regional libraries to provide access to their information sources, free of charge to our students and faculty; and
- group study rooms; these rooms may be reserved in advance through the University Librarian.

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

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

Technology Services

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

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

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

ACADEMIC POLICIES

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

Catalog in Effect
A new student entering during the 2018-2019 academic year is subject to the academic program requirements contained in this Catalog edition unless the student elects to complete a revised set of program requirements published in a future edition of the Catalog.

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

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

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

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

Registration Process
Course registration is completed for first-time and transfer students by the Office of Records and Registration. If a student considers a course registration change or increase or reduction in semester hour load, the student should meet with the academic advisor and complete the Add/Drop procedure.

For subsequent semesters, the student registers on-line at MyHU/Academics to indicate course selections. The selections are then reviewed by the student's academic advisor and finalized when the student and the advisor agree to the selections. The start and end dates for registration appear on the Academic Calendar and Registration Instructions which are posted on MyHU/Academics and www.HarrisburgU.edu.

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

Add/Drop Period and Course Withdrawals

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

Enrollment Status Determination

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

Audit Policy

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

Class Attendance

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

If, in the judgment of the instructor, a student is excessively absent from class (classroom-based and virtual) or fails to complete the requested participatory assignments:

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

Advanced Standing

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

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

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

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

Certain 2-year associate degree programs covered under an existing articulation agreement are accepted into the University's baccalaureate degree programs that satisfy the coursework requirements of the first and second year of study. An unofficial transcript may be used to initiate this transfer credit process. The official final transcript from the institution of origin reflecting the degree name and the date the degree was conferred is required to finalize the awarding of coursework credit or exemption.

> **Domestic** – In lieu of articulation agreements, academic credit earned at another U.S. higher educational institution for college-level work is awarded when:
>
> - a final grade of "C" (not "C-") or higher is earned;
> - a course is a reasonable substitute of a University course;
> - the course is a reasonable substitute for competencies associated with one of the general education requirements; and,
> - the course is considered college-level work, worthy of elective credit in the student's intended program of study and the student has sufficient unsatisfied elective credit requirements to which this course may be applied.
>
> **International** – a World Education Services (WES) transcript or American Association of Collegiate Registrars and Admissions Officers (AACRAO) international transcript evaluation is required. If the original evaluation received by the Office of Records and Registration from one of these evaluators deems the student's prior work to be at the college level and the quality of the completed work is assessed to be at the "C" or higher level, credit is awarded for the courses that apply to the student's intended program of study at Harrisburg University, as indicated above for domestic transfer credit. If the prior work was earned under an educational system that did not assign credit values, the Harrisburg University semester hour value is assigned for each course being accepted. If the student completed courses that are evaluated to be at the college level, but Harrisburg University has no comparable course(s), the student is granted elective credit unless all required elective credit hours have been satisfied.
>
> **Massive Open Online Courses (MOOC) –** a massive open online course is an online course targeting large-scale interactive participation and is delivered via open access on the web. A MOOC that is successfully completed will be reviewed and considered for transfer credit.
>
> **Coursework at Other Institutions** – A student may study at other institutions and transfer the credit to the student's record at Harrisburg University.
>
>> Process for Approval - The student must complete a Course Approval form at the Office of Records and Registration notifying the University of the student's intention to enroll on a visiting basis at another higher educational institution. The request will be reviewed by the Office of Records and Registration, which may consult with an appropriate member of the University's faculty. Prior to enrollment,

a written response will be sent to the student stating whether or not the proposed course is acceptable.

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

American Council on Education (ACE)

HU works with ACE recommendations to provide services for adult learners. Within the ACE Center, the College Credits Recommendation Service (CREDIT), connects workplace learning with colleges and universities. CREDIT does this by helping adults get academic credit, whenever possible, for courses and examinations taken outside traditional channels.

Armed Services Training Programs – Under the following conditions, a student may

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

Prior Learning Assessment– The University may award undergraduate academic credit for

prior knowledge, skills and abilities acquired through non-accredited and work-related learning experience equivalent to:
*   the outcomes of a specific course; or,
*   the outcomes of college-level work not currently offered at the University.

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

The petition must include the following:
*   a detailed description of the relevant experience;
*   appropriate supporting evidence;
*   the equivalent University program, course number, and title; and,
*   the number of credits sought.

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

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

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

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

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

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

Credit by Examination

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

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

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

> - The optional essay portion of a subject examination has been completed successfully;

> - For all subjects (with the exception of Level 2 French, German, and Spanish), representing the performance of the student who has earned a grade of "C" in the corresponding course, a minimum score of 50 per the American Council on Education's (ACE) credit-granting recommendations; and,

> - For Level 2 (four-semester) foreign language examinations representing the performance of the student who has earned a grade of "C" in the corresponding course: 60 for German language; 59 for French language; and, 63 for Spanish language per the American Council on Education's (ACE) credit-granting recommendations.

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

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

Graduation Requirements

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

1. At least 120 credits must be successfully completed.

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

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

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

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

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

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

Grades and Grading

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

Grade	Description	Numerical Value
A	Superior achievement	4.00
A-		3.67
B+		3.33
B	Above average achievement	3.00
B-		2.67
C+		2.33

C	Average achievement	2.00
C-		1.67
D+		1.33
D	Minimum achievement	1.00
F	Fail	0.00
AU	Audit	Not applicable
CR	Credit	Not applicable
I	Incomplete	Not applicable
IP	In progress	Not applicable
LB	Laboratory	Not applicable
NP	No Pass	Not applicable
NR	Not reported	Not applicable
P	Pass	Not applicable
PLA	Prior Learning Assessment	Not applicable
TR	Transfer credit	Not applicable
TA	Transferred credit earned with superior achievement	Not applicable
TA-		Not applicable
TB+		Not applicable
TB	Transferred credit earned with above average achievement	Not applicable
TB-		Not applicable
TC+		Not applicable
TC	Transferred credit earned with average achievement	Not applicable
W	Withdrawal	Not applicable
WA	Administrative withdrawal	Not applicable
WF	Withdrawal after the period to withdraw with a "W" grade	0.00

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

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

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

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

In Progress (IP) – This is a deferred grade assigned by the instructor to be used for research projects, internships, directed study, etc., when it is understood that the course will extend over more than one semester. An "IP" grade should be accompanied by a written plan and a schedule for completing the course within a specified time period to be no longer than 12 months. If all work is not completed by that time, the "IP" grade will convert automatically to a grade of "F."

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

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

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

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

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

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

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

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

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

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

Grade Point Averages

A grade point average (GPA) is a statistical calculation of a student's performance in a semester. The semester grade point average summarizes the student's performance during that academic term and the cumulative grade point average (CGPA) summarizes the student's performance during all semesters completed at the University.

Calculation of the Semester Grade Point Average

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

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

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

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

Early Warning

Each instructor notifies the Office of Records and Registration of a student's poor academic performance in a course by submitting early warning deficiencies of "C-", "D+", "D", "F" or "I" at the end of the third week of classes, as indicated on the Academic Calendar. The student is notified of the deficiency in writing. A student who receives an early warning is encouraged to consult with the course instructor and academic advisor and seek assistance offered from Student Services.

Final Grading Process

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

Final Grade Appeal

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

- Discrimination: defined as unfair treatment or assignment of grade on the basis of race, religion, national origin, sex, age, ancestry, handicapped status, gender identity, sexual orientation, or political affiliation.

- Capricious evaluation: defined as significant or unjustified departure from grading procedures outlined in the course syllabus or by the University or arbitrary assignment of grades. Capricious evaluation cannot be claimed if a student merely disagrees with the subjective evaluation of the instructor.

- Errors: including clerical errors or errors in grade calculations that can be demonstrated in an objective manner.

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

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

- If the original final grade is improved and satisfies the student's appeal, the instructor shall submit a Grade Change Form to the Office of Records and Registration, the grade will be posted, and the academic record hold status will be released.

- If the original final grade is reaffirmed and both the instructor and student agree with the grade determination, the instructor shall submit a Grade Affirmation Form signed by the student and instructor confirming the original grade to the Office of Records and Registration, the grade will be posted, and the academic record hold status will be released.

- When a student is unable to meet with the instructor because of personal differences or if the instructor denies the initial appeal (above), the student may choose to pursue a final grade appeal by submitting the completed and endorsed form, with any and all tests, grades, essays or project summaries and a complete explanation as evidence in support of the student's position, to the Office of Student Services requesting a review and determination, with a copy to the Office of the Provost. The student may seek the assistance of the Office of Student Services to review a possible appeal and to prepare the appeal. Additional information may be requested from the student and/or the instructor during this time.

- A committee consisting of a representative of the Office of Student Services, Office of Compliance, one faculty member, and a student representative will review the appeal. The student and instructor will be offered the opportunity to participate in the appeal hearing. The committee will send a final determination to the Office of Records and Registration within five (5) days of receipt. The committee's decision is final and is not subject to further appeal. The Office of Records and Registration will then post the grade and release the academic record hold status.

Release of Grades

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

Repeated Courses

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

Academic Honors

Honors List A student is eligible for the Honors List at the conclusion of a semester when:
1. the semester grade point average is 3.50 or higher; and,
2. a minimum of 9 credits of course work was completed, excluding those courses in which final grades were earned that are not included in the calculation of the grade point average.

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

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

Academic Standing

A student with a cumulative grade point average of 2.00 or higher is in satisfactory academic standing. A student who is not in satisfactory academic standing is subject to warning, probation and dismissal according to the following policy:

First Occurrence - Warning
If a student has a cumulative grade point average below 2.00 at the end of the semester, a notification will be issued placing the student on warning for the subsequent semester. No appeal is needed, but an academic plan may be required. Additional academic requirements and conditions may be imposed at this time.

Second Consecutive Occurrence - Probation
If a student has a cumulative grade point average that remains below 2.00 at the end of the warning period, a notification will be issued placing the student on probation for the subsequent semester. An academic plan is required during the probationary period. The student remains eligible for financial aid during the probation semester.

Third Consecutive Occurrence - Dismissal
If a student after three consecutive semesters has a cumulative grade point average that remains below 2.00, a letter of dismissal will be issued.

Academic Dismissal
The University reserves the right to exclude at any time a student whose academic record is unsatisfactory.

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

Appeals – A student who fails to meet satisfactory academic progress after the Probation period, as defined above, may file an appeal within 10 days of receiving a dismissal notice by submitting a letter outlining the nature of the appeal to the Office of Records and Registration. An appeal will be considered only if the student's failure to meet the standards of academic progress is determined to be due to events beyond the student's control. Examples of circumstances for which an appeal may be considered include: military obligation; death of a relative; injury or illness of the student; unusual personal hardship or other extenuating circumstance. Written documentation of the circumstances of why the student failed to make satisfactory progress and what has changed that will allow the student to make satisfactory progress by the next evaluation must be submitted with the appeal and should reference the student's name and student ID number. In addition, evidence must be received documenting that the required academic plan was completed, the cumulative grade point average has improved, and the required satisfactory progress grade point average can potentially be achieved to complete a program of study within the maximum timeframe limitation. Appeals submitted without documentation will not be considered. A timely determination will then be made by the Appeals Committee and documented in the student's file.

Official Withdrawal Procedure

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

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

Withholding of Records

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

Standards of Academic Integrity

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

- **Plagiarism:** Plagiarism is using the ideas of others and/or words without clearly acknowledging the source of that information. It is assumed that all work submitted for a grade will be the product of the student's own understanding, and thus expressed in the student's own words, calculations, computer language, etc. This means all writing assignments, in class or outside of class, are assumed to be composed entirely of words written (not simply found) by the student, except where words written by someone else are specifically marked as such with proper citation.

- **Cheating:** All examinations and other assignments are to be completed by the student alone, without inappropriate assistance of any kind. That means no help is to be given to or received from other persons during tests; no books, notes, cellphones, iPods, calculators, or other materials or devices of any kind are to be consulted, unless the professor instructs otherwise.

- **Fabrication, alteration of documents, lying, etc.:** It is wrong to lie to an instructor in order to get an excused absence, an extension on a due date, a makeup examination, an Incomplete, admission to a class or program, etc. It is wrong to forge an instructor's signature on any document, or anywhere else for academic advantage. It is wrong to falsify transcripts and diplomas. It is wrong to falsify data, for example, in an assigned lab project, or fabricate quotations or sources for a paper.

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

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

Disciplinary Dismissal

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

CURRICULUM OVERVIEW

Learning at Harrisburg University

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

- **Highly Available:** The University provides learning experiences to meet the student's needs. This is demonstrated through one or more team-taught general education courses, the use of technology inside and outside of the classroom, and the non-curricular or co-curricular learning opportunities available.

- **Highly Collaborative:** The student develops knowledge and skills through shared experience, as opposed to learning in isolation or in competition with each other. The faculty is responsible for creating learning environments based upon the premise that knowledge can be gained from everyone. The student has the advantage of learning from the minds and experiences of classmates, business mentors, or future employers.

- **Highly Experiential:** The University deliberately ensures that learning is highly linked to both practical and professional experience. This represents a shift from one-way (faculty to student), text-heavy content delivery to a more robust learning model that deliberately values experience, both inside and outside the classroom. Experience is emphasized through Projects I and II for undergraduates and industry-related internships and/or practicum opportunities for the adult student.

- **Highly Applied:** The learning conversation focuses on the practical application of knowledge. The intention is to shift the question from "How do I remember this information?" to "How can I act on this information in order to create knowledge that is both useful and actionable?" In this way, learning becomes an exercise in both preparation for career and readiness for life.

Learning Assessment at Harrisburg University

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

Competencies and ePortfolio

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

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

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

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

Credit Hour Policy Program Instructional Equivalencies

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

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

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

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

Provided below is an outline of acceptable "Instructional Equivalencies":

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

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

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

Structure of the Program

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

Foundation

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

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

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

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

General Education

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

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

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

Two 2-course sequences totaling 12 credits are part of the first-year program.
- GEND 102-103: The Creative Mind I and II
- GEND 112-113: The Scientific Mind I and II

Two other Mind courses are 6 credits and usually team-taught.
- •GEND 201: The Civic Mind
- •GEND 351: The Organizational Mind

The remaining 6 credits can be additional Mind courses or General Education (GEND) electives.

Credits from other institutions are acceptable with a grade of C or higher and evaluated upon admission.

Experiential Learning

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

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

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

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

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

Electives

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

Outline of Online Bachelor's Degree Programs

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

Foundation Courses   **18 credits**

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

English and Communication (9 credits) – ENGL 105 College Composition or ENGL 106 Advanced Writing and Critical Thinking, COMM 110 Speech, and ENGL 200 Advanced Composition and Technical Writing

General Education Courses   **30 credits**

All of the following courses - 24 credits:

GEND 102 The Creative Mind I (3)   GEND 103 The Creative Mind II (3)
    English Literature   English Literature
    Introductory Psychology   Introductory Psychology
    Sociology   Sociology

GEND 112 The Scientific Mind I (3)   GEND 113 The Scientific Mind II (3)
    Chemistry   Earth Sciences
    Physics   Life Sciences
                                              Space Sciences

GEND 201 The Civic Mind (6)   GEND 351 The Organizational Mind (6)
    U.S. or World History   Organizational Theory
    U.S. or World Politics   Microeconomics
    Macroeconomics

Six (6) credits chosen from the following:

GEND 400 Entrepreneurial Mind	(3)
GEND 425 Globalization	(3)
GEND 450 The Healthy Mind and Body	(3)
GEND 465 Professional Ethics	(3)

Experiential Courses   **12 credits**

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

Electives   **10-12 credits**

Program Requirements   **48 – 50 credits**

Bachelor of Science Degree   **total of 120 credits**

THE ACADEMIC PROGRAMS

- Bachelor of Science in Cybersecurity Operations and Management
- Bachelor of Science in Management and eBusiness
- Bachelor of Science in Nursing

Bachelor of Science in Cybersecurity Operations & Management (CYBS)

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

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

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

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

Core Courses – 35 credits

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

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

Cybersecurity Program Concentrations

Two concentrations are currently offered:
* Cyber Management and Leadership (15 credits)
* Cyber Operations Management (15 credits)

Cyber Management and Leadership Concentration (15 Credits)

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

CYOM 345	Cybersecurity Planning, Management and Policy Development	(3)
CYOM 445	Cyber Risk Analysis and Management	(3)
CYOM 458	Cybersecurity Program & Project Management	(3)
MEBA 440	Leadership and Organizational Behavior	(3)
CYOM 460	Cyber Investigations and Legal Awareness	(3)

Cyber Operations Management Concentration (15 Credits)

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

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

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

Course Sequencing

Shown below are the course sequences for a full time online degree student for both concentrations. Part time students will work through courses at a different pace and sequence. The sequences below assume the student enters the program with transfer credits in General Education and free Electives. Sequences below are suggested and show 63-65 credits toward the 120 credits required for a degree. This is offered as an example while the student's actual and individual sequence will be based on the number of actual transfer credits and the type of courses the student has completed.

Cybersecurity Operations and Management
with a Concentration in Cyber Management and Leadership

YEAR 3		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
SEMR 315 Accelerated Learning Cornerstone	CISC 120 Fundamentals of Computing (4 credits)	CYOM 340 Cybersecurity Systems Administration
CYOM 105 Introduction to Cybersecurity	MEBA 220 Principles of Business Management	CISC 225 Information Systems Design and Analysis (4 credits)
Session 2	*Session 2*	*Session 2*
CYOM 130 Cybersecurity Ethics and Policy	CYOM 230 Cyber Defense	CYOM 410 Cloud Cybersecurity and Governance
CYOM 215 Critical Thinking, Reasoning and Analysis in Cybersecurity	CYOM 322 Fundamental Security Design Principles	CYOM 430 Principles of Secure Database Design Systems
Semester Credits: 12	**Semester Credits: 13**	**Semester Credits: 13**

YEAR 4		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
CYOM 398 Project I	MEBA 440 Leadership and Organizational Behavior	
CYOM 345 Cybersecurity Planning, Management and Policy Development	CYOM 498 Project II	
Session 2	*Session 2*	*Session 2*
CYOM 445 Cyber Risk Analysis and Management	CYOM 460 Cyber Investigations and Legal Awareness	
CYOM 458 Cybersecurity Program and Project Management	CYOM 365 Internship **or** CYOM 499 Occupational Practicum	
Semester Credits: 12	**Semester Credits: 12**	

Cybersecurity Operations and Management
with a Concentration in Cyber Operations Management

YEAR 3		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
SEMR 315 Accelerated Learning Cornerstone	CISC 120 Fundamentals of Computing (4 credits)	CYOM 340 Cybersecurity Systems Administration
CYOM 105 Introduction to Cybersecurity	MEBA 220 Principles of Business Management	CYOM 430 Principles of Secure Database Design Systems
Session 2	*Session 2*	*Session 2*
CYOM 130 Cybersecurity Ethics and Policy	CYOM 230 Cyber Defense	CYOM 410 Cloud Cybersecurity and Governance
CYOM 215 Critical Thinking, Reasoning and Analysis in Cybersecurity	CYOM 322 Fundamental Security Design Principles	CYOM 430 Principles of Secure Database Design Systems
Semester Credits: 12	**Semester Credits: 13**	**Semester Credits: 13**

YEAR 4		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
CYOM 398 Project I	CYOM 455 Advanced Cloud Cybersecurity and Governance	
CYOM 350 Managing Cybersecurity Operations	CYOM 498 Project II	
Session 2	*Session 2*	*Session 2*
CYOM 448 Emerging Technologies	CYOM 480 Systems Security Engineering	
CYOM 450 Risk identification by Penetration Testing	CYOM 365 Internship **or** CYOM 499 Occupational Practicum	
Semester Credits: 12	**Semester Credits: 12**	

Bachelor of Science in Management and eBusiness (MGBE)

Management and eBusiness provides a unique opportunity for the student to learn about management and the technical aspects of modern businesses. Instead of separate and isolated courses in technology and business, the core curriculum is designed to integrate management and business principles with the latest eTechnologies, such as the Internet, web technologies, social networking, mobile computing and wireless communications. Specifically, the core courses cover business strategy, eBusiness, eCommerce, business management, business analysis and design, information technologies, media design, and the management aspects of marketing, finance and accounting with emphasis on eTechnologies (e.g., eMarketing and eManagement).

The program is designed to prepare the student to lead and engage in business analysis, business analytics, marketing, digital marketing, finance, project management, entrepreneurship, information technology consulting, information technology management, eCommerce development and business system design. Because the University is located in the state capital, the student has access to a diverse array of government and business sites for suitable opportunities.

Program Goals

Graduates of the Bachelor of Science in Management and eBusiness program are able to:
1. Know and critique core concepts of foundational business disciplines using business management and technology skills required to move organizations forward in a digital age;
2. Integrate IT with business management skills;
3. Collect and analyze business data using quantitative and qualitative methods to make informed business decisions, create processes and promote innovation;
4. Identify and develop strategies for the challenges of managing and leading organizations in a global digital age;
5. Apply business knowledge and principles ethically to organizations which can help transform organizations and society;
6. Design innovative entrepreneurial projects that directly apply to organizations.

Core Courses – 30 credits
The following ten courses comprise the required core courses of the Management and eBusiness program. The credit value of each course appears in parentheses ( ).

Complete all of the following Core courses - 30 credits

MEBA 110	Introduction to eBusiness Management	(3)
MEBA 210	Introduction to Internet and Web Technologies	(3)
MEBA 220	Principles of Business Management	(3)
MEBA 230	Marketing in the Digital Age	(3)
MEBA 310	eCommerce and mCommerce	(3)
MEBA 320	Financial and Managerial Accounting	(3)
MEBA 350	Financial Management	(3)
MEBA 420	International Business and Strategies	(3)
MEBA 470	Business Systems Analysis, Modeling and Design	(3)
MEBA 480	Enterprise Architectures and Integration for a Global Economy	(3)

MEBA Program Concentrations

Two concentrations are currently offered:
- Business Analytics (19 credits)
- Digital Marketing (18 credits)

Business Analytics Concentration (19 Credits)

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

ANLY 400	Analytics Tools and Techniques	(4)
MEBA 375	Statistics for Managers	(3)
MEBA 382	Research Design and Methodology	(3)
MEBA 472	Business Intelligence & Decision Support Systems	(3)
MEBA 482	Quantitative Methods in Managerial Decision Making	(3)
MEBA 485	Marketing Analytics	(3)

Digital Marketing Concentration (18 Credits)

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

Complete 18 credits of the following Concentration courses

Four Required courses:

MEBA 352	Consumer Behavior	(3)
MEBA 354	Integrated Marketing Communication	(3)
MEBA 366	SEO/SEM	(3)
MEBA 488	Marketing Research	(3)

Choose either the Management or Practitioner Option

Management Option (2 courses):

MEBA 375	Statistics for Managers	(3)
MEBA 485	Marketing Analytics	(3)

Practitioner Option (2 courses):

IMED 170	Visual Design Fundamentals	(3)
MEBA 370	User-Experience Design and Interactive Development	(3)

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

Course Sequencing

Shown below are the course sequences for a full time online degree student for both concentrations. Part time students will work through courses at a different pace and sequence. The sequences below assume that the student enters the program with transfer credits in General Education and free Electives. Sequences below are suggested and show 63-65 credits toward the 120 credits required for a degree. This is offered as an example while the student's actual and individual sequence will be based on the number of actual transfer credits and the type of courses the student has completed.

Management and eBuisiness
with a Concentration in Business Analytics

YEAR 3		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
SEMR 315 Accelerated Learning Cornerstone	MEBA 230 Marketing in the Digital Age	MEBA 350 Financial Management
MEBA 110 Intro to eBusiness Management	MEBA 310 eCommerce & mCommerce	MEBA 420 International Business & Strategies
Session 2	*Session 2*	*Session 2*
MEBA 210 Intro to Internet & Web Technologies	MEBA 320 Financial & Managerial Accounting	MEBA 470 Business Systems Analysis, Modeling & Design
MEBA 220 Principles of Business Management	Math 280 Intro to Statistics (if needed) **or** MEBA Elective	MEBA 480 Enterprise Architectures & Integration for a Global Economy
Semester Credits: 12	**Semester Credits: 12**	**Semester Credits: 12**

YEAR 4		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
ANLY 400 Analytics Tools & Techniques (4 credits)	MEBA 382 Research Design and Methodology	MEBA 365 Internship **or** MEBA 499 Occupational Practicum
MEBA 398 Project I	MEBA 482 Quantitative Methods in Managerial Decision Making	
Session 2	*Session 2*	*Session 2*
MEBA 472 Business Intelligence and Decision Support Systems	MEBA 485 Marketing Analytics	
MEBA 375 Statistics for Managers	MEBA 498 Project II	
Semester Credits: 13	**Semester Credits: 12**	**Semester Credits: 3**

Management and eBuisiness
with a Concentration in Digital Marketing

YEAR 3		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
SEMR 315 Accelerated Learning Cornerstone	MEBA 230 Marketing in the Digital Age	MEBA 350 Financial Management
MEBA 110 Intro to eBusiness Management	MEBA 310 eCommerce & mCommerce	MEBA 420 International Business & Strategies
Session 2	*Session 2*	*Session 2*
MEBA 210 Intro to Internet & Web Tehnologies	MEBA 320 Financial & Managerial Accounting	MEBA 470 Business Systems Analysis, Modeling and Design
MEBA 220 Principles of Business Management	Math 280 Intro to Statistics **or** MEBA Elective	MEBA 480 Enterprise Architectures & Integration for a Global Economy
Semester Credits: 12	**Semester Credits: 12**	**Semester Credits: 12**
YEAR 4		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
MEBA 375 Statistics for Managers **or** IMED 170 Visual Design Fundamentals	MEBA 366 Search Engine Optimization/Search Engine Marketing (SEO/SEM)	MEBA 365 **or** MEBA 499 Occupational Practicum
MEBA 398 Project I	MEBA 485 Marketing Analytics **or** MEBA 370 User Experience Design and Interactive Development	
Session 2	*Session 2*	*Session 2*
MEBA 352 Consumer Behavior	MEBA 488 Market Research	
MEBA 354 Integrated Marketing Communication	MEBA 498 Project II	
Semester Credits: 12	**Semester Credits: 12**	**Semester Credits: 3**

Bachelor of Science in Nursing (NURS)

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

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

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

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

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

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

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

1. Apply increased insight through practical experience in assessing, intervening, and evaluating health problems from a practice, policy, and systems perspective.
2. Demonstrate efficiency in interprofessional written and oral communication skills that improves health outcomes.
3. Solve increasingly complex healthcare concerns through integration and utilization of evidenced-based practice in the provision of professional nursing care.
4. Translate professional nursing practice into innovative opportunities in communities, organizations, and policy arenas to improve health.
5. Dissect a variety of ethical scenarios facing the healthcare industry and theorize from a professional practice discipline an interprofessional perspective in addressing ethical challenges.

6. Interpret nursing care needs holistically including cultural, global, and environmental influences over a lifespan.
7. Select and appraise appropriate information systems to optimize patient care provided in a variety of settings.
8. Value the professional practice of nursing as a member of an inter-disciplinary team that collectively optimizes health care universally.

Core Courses – 30 credits
Students are required to complete 120 credits for the Bachelor of Science Degree.

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

INSC 320	The Study of Disease	(3)
BIOL 320	Genetics	(3)
INSC 410	Epidemiology	(3)
MEBA 375	Statistics for Managers	(3)
MEBA 440	Leadership and Organizational Behavior	(3)
GEND 450	The Healthy Mind and Body	(3)
GEND 465	Professional Ethics	(3)
ISEM 542	Health Informatics and Information Systems	(3)
NURS 320	Nursing Practice and Senior Adults	(3)
NURS 325	Integrative Patient Assessment	(3)

Experiential Courses - 17 Credits

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

General Elective – 3 credits

Elective Course	(3)

Course Sequencing

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

Bachelor of Science in Nursing

YEAR 3		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
SEMR 315 Accelerated Learning Cornerstone	GEND 450 Healthy Mind & Body	ISEM 542 Health Informatics & Information Systems
MEBA 375 Statistics for Mangers	GEND 465 Professional Ethics	BIOL 320 Genetics
Session 2	*Session 2*	*Session 2*
NURS 320 Nursing Practice & Senior Adults	MEBA 440 Leadership & Organizational Behavior	INSC 320 Study of Disease
NURS 398 Project I Evidence-Based Practice	Elective	NURS 325 Integrative Patient Assessment
Semester Credits: 12	**Semester Credits: 12**	**Semester Credits: 12**

YEAR 4		
Fall	**Spring**	**Summer**
Session 1	*Session 1*	*Session 1*
INSC 410 Epidemiology		
NURS 430 Nursing Practice & Population Health (4 credits)		
Session 2	*Session 2*	*Session 2*
NURS 435 Nursing Leadership & Health Policy (4 credits)		
NURS 498 Project II Applied Nursing Research		
Semester Credits: 14		

COURSE DESCRIPTIONS

ANALYTICS (ANLY)

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

BIOLOGY (BIOL)

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

COMMUNICATION (COMM)

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

COMPUTER AND INFORMATION SCIENCES (CISC)

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

CISC 225 Information System Design and Analysis (4 credits)
Prerequisites: CISC 120
Description: This course is a foundation for database design and database security courses. Systems Analysis and Design is a fundamental, active field in which analysts continually learn new techniques and approaches to develop systems more effectively and efficiently. There is a core set of skills that all analysts need to know no matter what approach or methodology is used. All information systems projects move through the four phases of planning, analysis, design, and implementation; all projects require analysts to gather requirements, model the business needs, and create blueprints for how the systems should be built; and all projects require an understanding of organizational behavior concepts like change management and team building. This course captures the dynamic aspects of the field by keeping the student focused on doing Systems Analysis and Design while presenting the core set of skills that the analyst needs to know.

CYBERSECURITY OPERATIONS AND MANAGEMENT (CYOM)

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

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

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

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

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

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

CYOM 345 Cybersecurity Planning, Management and Policy Development (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides students with the ability to develop policies, plans and processes necessary to implement and measure an effective, risk-based cyber security program. Students synthesize current delivery practices and methodologies for measurable results within the cybersecurity program. Students in the management and leadership concentration complete this course.

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

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

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

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

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

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

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

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

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

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

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

CYOM 480 System Security Engineering (3 credits)
Prerequisites: Completion of Core Courses
Description: This course provides students with an understanding of the skills necessary to participate in the development of large scale IT systems. Students demonstrate the techniques, methods, and issues involved across the entire IT systems' life-cycle, from requirements identification and analysis, through various levels of design, implementation, testing and operation/maintenance. A course project allows students to use course concepts to further understand how System Security Engineering is used in organizations.

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

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

ENGLISH (ENGL)

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

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

GENERAL EDUCATION (GEND)

GEND 102 The Creative Mind I (3 credits)
Psychology, English Literature and Sociology
Prerequisites: None
Description: This course addresses learning and creativity by drawing from three fields of study:
psychology, English literature and sociology. More specifically, learning and creativity are exposed by
focusing on the theme of creating self-identity through self-analysis and creating self-identity through
interactions with other individuals or small groups.

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

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

GEND 113 The Scientific Mind II (3 credits)
Earth, Space, and Life Sciences
Prerequisites: None
Description: The second course of this two-course Scientific Mind sequence presents topics from
the natural sciences with the underlying framework of basic scientific principles and methodologies.
This course stresses the interconnectedness of the natural world, demonstrably built on the
foundations and building blocks of the basic physical sciences. Classwork includes technology

applications for observing and understanding the natural world. The student explores the areas of cosmology and astronomy, earth sciences, and finally the biological sciences including genetics, ecology, and modern concepts of evolution. A student completing this sequence should have an understanding of scientific thought, advancement and philosophy that prepares them for higher-level courses.

GEND 201 The Civic Mind (6 credits)

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

GEND 351 Organizational Mind (6 credits)

Organizational Theory, Leadership and Microeconomics
Prerequisites: GEND 102, COMM 110 and ENGL 200
Description: This course introduces the student to organization, leadership, and decision-making in firms and businesses by drawing from the fields of organizational theory, leadership, and microeconomics. The objective is to encourage the student to understand the significance of organization and leadership in professional, economic and entrepreneurship activities. The role and impact of organizational theory and leadership is also explored in relation to a firm's microeconomic decisions, while attempting to be successful and productive in the marketplace.

GEND 400 The Entrepreneurial Mind (3 credits)

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

GEND 425 Globalization (3 credits)

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

GEND 450 The Healthy Mind and Body (3 credits)

Personal and Environmental Health
Prerequisites: Minimum of 60 earned credits
Description: This course provides the foundation for a study of various current health issues. The student investigates a topic related to personal, community or environmental health to conduct research, formulate an opinion of the topic, discuss relevant facts, and write about the topic. The

projects in this class focus on the development of competence in both oral and written communication and information literacy.

GEND 465 Professional Ethics (3 credits)
Moral, Ethical and Professional Decision-making
Prerequisites: Minimum of 60 earned credits
Description: This course covers contemporary concepts and fundamental values in moral, ethical, and professional decision-making. Through case analysis, the course covers topics such as professional client relations, confidentiality, professional dissent, and professional virtue in a professional setting. The course also concentrates on the theme of corporate social responsibility and probes how companies craft a balance between increasing profit and improving the welfare of society, promoting sustainable economic development, and committing themselves to fair trade.

INFORMATION SYSTEMS ENGINEERING AND MANAGEMENT (ISEM)

ISEM 542 Health Informatics and Information Systems (3 credits)
Prerequisites: A basic understanding of modern information systems
Description: This course introduces the basic concepts of healthcare information systems and explains the role of information and communication technologies in current and future healthcare systems. The course reviews the role of different players in healthcare: providers, physicians, and insurance companies. Topics covered in healthcare informatics include: health information networks (HINs) at local, regional, national and global levels; information technology systems and applications; standards and interoperability topics; electronic health records (EHR) and EMR; clinical decision support; computer physician order entry (CPOE), and e-prescriptions, privacy and security concerns, financial/administrative systems, and examples of IT infrastructure for healthcare.

INTEGRATIVE SCIENCES (INSC)

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

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

INTERACTIVE MEDIA (IMED)

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

MANAGEMENT AND eBUSINESS (MEBA)

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

MEBA 210 Introduction to Internet and Web Technologies (3 credits)
Prerequisites: None
Description: The main objective of this course is to introduce the current as well as emerging Internet and web technologies that enable and drive the modern enterprises. The student is exposed to the key building blocks (enterprise applications, computing platforms, databases, and networks) of the modern Internet-Web infrastructure. Through experiments and examples, the main ideas of the Internet, the ISPs, wireless networks, Classical Web, Semantic Web, XML, Web 2.0, social networking, wireless web, and mobile apps are explained. The course exposes the student to the main aspects of web-based software development processes through simple hands-on projects. The student is introduced to the basic software concepts by developing simple web sites by using HML5 and CSS3 and then using Javascript, Java applets, XML and XSL to introduce more sophisticated features. The student also has an opportunity to develop a simple web portal that involves simple database queries by using SQL.

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

MEBA 230 Marketing in the Digital Age (3 credits)
Prerequisites: None
Description: The student is provided with analytical tools to understand and synthesize the most current applications of theories and concepts in marketing. The student is shown how to design strategic planning for competitive advantage in the marketplace and is encouraged to explore the essence of marketing environment and the global vision for business marketing. Topics such as consumer and business marketing, segmentation, support systems in marketing, product concepts and management, marketing channels and supply chain management are explored.

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

MEBA 320 Financial and Managerial Accounting (3 credits)
Prerequisites: MEBA 220 and a minimum of 45 earned credits
Description: This course explores the basic financial and managerial accounting competencies needed to manage a business or product line. The accounting concepts are introduced with a discussion of how general purpose financial statements reflect the business corporation's performance and position for users external to management. The course also examines major elements of the statements such as cash, receivables, inventory, long–lived assets, depreciation, payroll, bonds, and other liabilities and stocks. Concepts of financial accounting are applied to management accounting for internal reporting and decision-making. The course emphasizes applications of accounting strategies, decision-making, and evaluation. A conceptual framework is established to enable managers to be profitable and to read and understand ledgers. Accounting information systems commonly used (e.g., Quickbooks) are examined by the student.

MEBA 350 Financial Management (3 credits)
Prerequisites: MEBA 220 and a minimum of 45 earned credits
Description: This course covers the principles of corporate finance and examines the foundations of tools for successful financial management. Concepts of corporate finance and the basic tools for financial decision making are presented. The student is then exposed to capital budgeting, capital markets and securities, risk and return on investment, dividend policy, derivatives, valuation, cost of capital, capital structure, short and long-term investment decisions, financial implications of mergers and acquisitions, and other recent and relevant topics.

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

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

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

MEBA 366 Search Engine Optimization and Search Engine Marketing (3 credits)
Prerequisites: MEBA 210 and 230
Description: Search Engine Optimization and Search Engine Marketing (SEO, SEM) helps students to optimize websites and ads to outperform the competition, to drive traffic to the desired website by learning and practicing keyword research and implementation strategies, and to utilize social media leveraging tactics for video, image and landing page optimization.

MEBA 370 User-Experience Design and Interactive Development (3 credits)
Prerequisites: None
Description: The student is shown the importance of why establishing a high level of end-user and client involvement is absolutely critical in creating usable and effective software and technology that attracts audiences and/or generates revenue. User-experience design (UXD) describes an approach to business analysis and technology development that demands user interaction and user feedback in all stages of the development lifecycle.

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

MEBA 380 Special Topics in Management and eBusiness (3 credits)
Prerequisites: MEBA 110 and 210
Description: This course covers emerging topics in management and eBusiness. The topics change as the field evolves but will span management strategies, emerging eBusiness models, next generation of digital enterprises, emerging technologies, globalization trends, or a combination of multiple trends.

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

MEBA 390 Independent Study (1 to 4 credits)
Prerequisites: Minimum of 60 earned credits
Description: This course is designed for the student who demonstrates an interest in an area of study not offered or who wishes to pursue a discipline in greater depth than possible through existing courses. An independent study counts as an elective and may not be used for accelerated or remedial credit. A learning contract between the student and instructor defines the responsibilities of the parties and specifies the learning objectives and standards for successful completion of the project. A calendar of meeting times and deadlines shall be a part of that contract.

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

MEBA 420 International Business and Strategies (3 credits)
Prerequisites: MEBA 110, 220 and 230
Description: This course discusses how global markets impact managerial processes. The questions under investigation are how managers adapt their organizational practices to accommodate global and local cultures and business practices in different parts of the world. The course explores the best practices in global strategic management, organizational design, human resource processes and organizational behavior. Also discussed are business strategy, Porter Models, and micro-macro economics in global and extended enterprises. Global supply chains and global operation management, with an emphasis on total quality management (TQM), are also examined.

MEBA 440 Leadership and Organizational Behavior in Modern Settings (3 credits)
Prerequisites: MEBA 110 and a minimum of 60 credits completed
Description: Modern organizations are characterized by constant change, market fluctuations, increased automation, and globalization. This course explores and examines the basic framework for leadership styles and focuses on ethical leadership in times of change and crisis through use of case studies and examples. The course examines the behavior of individuals and groups in the modern global settings and concentrates on improving productivity, job satisfaction, team development and continuous improvement practices and experiences. Special attention is paid to introducing organizational change smoothly, humanistic concern for people, and cultural tolerance in a global business world. Topics include theories and case studies concerning the behavior of people in modern business organizations, analysis of the internal organizational structure and managerial roles and functions, examination of theory and design of organizational structure, and the impact of work flow, leadership styles and control systems on human behavior.

MEBA 470 Business Systems Analysis, Modeling and Design (3 credits)
Prerequisites: MEBA 110 and 210
Description: This course prepares the student to analyze business information systems and to build models and logical designs that can be implemented later. Emphasis is on understanding the business processes and business requirements and building conceptual models that help in the

analysis of business requirements. Complex systems and to build designs and architectures that can satisfy the business requirements are discussed. The course emphasizes business process modeling, business patterns, object orientation, design patterns and component-based design approaches. Topics include modern system life cycles, project management, BRODE (buy, rent, outsource, develop, extend) strategies in system building, business system modeling, requirements analysis, conceptual design, architectures, physical design, and design for the modern mobile systems with security and integration considerations.

MEBA 472 Business Intelligence & Decision Support Systems (3 credits)
Prerequisites: MEBA 110 and 210
Description: Modern electronically-enabled enterprises rely increasingly on knowledge that needs to be managed and processed through a variety of intelligent tools. This course covers the vital topic of business intelligence and knowledge management in modern enterprises and discusses how decision support and expert systems tools can be used for effective decision making in organizations. Topics include artificial intelligence in a business context, business intelligence and business analytics, data mining, data warehousing, click stream mining, knowledge management, decision support and expert systems, artificial intelligence principles, neural networks, learning systems, and intelligent agents in a business context.

MEBA 480 Enterprise Architectures and Integration for a Global Economy (3 credits)
Prerequisites: MEBA 110, 210 and 310
Description: Modern digital enterprises are characterized by increased automation, mobile services, extended B2B operations with global business partners, and on-demand business services. The main priority in such enterprises is to architect and integrate a very wide range of services quickly and effectively. This course highlights the role of information and communication technologies, enterprise models, and emerging service oriented architectures (SOA) standards in developing flexible and integrated business architectures.

MEBA 482 Quantitative Methods in Managerial Decision-Making (3 credits)
Prerequisites: ANLY 400 or MEBA 375
Description: The course covers the principles of data driven decision-making. The student is shown how to build predictive models using regression, decision trees, and neural networks. The student learns how to calculate expected values and assess risk. These topics are examined and discussed within the managerial practices of Evidence Based Management, Total Quality Management, and Six Sigma. The student also explores business modeling, data quality, and data governance.

MEBA 485 Marketing Analytics (3 credits)
Prerequisites: MEBA 375
Description: This course covers marketing strategies and decisions using quantitative analysis and modeling. It introduces students to analytics using marketing metrics and gives the student the tools to research needs and wants of customers; measures brands and customer access and assets, perform regression analysis; and design experiments to evaluate and optimize marketing campaigns. Application of marketing analytics in online and offline marketing channels. Marketing analytics, using relevant statistical software packages like R, SAS, Python, tableau, DataXu, etc., are demonstrated. The student is exposed to systematic and analytical approaches in making marketing decisions. Integrated marketing communications, pricing, digital marketing, and quantitative analysis are examined. Examples of topics include: market segmentation, market response models, customer profitability, social media in marketing, paid search advertising, product recommendation systems, mobile geo-location analysis, media attribution models and resource allocations.

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

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

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

MATHEMATICS (MATH)

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

MATH 220 Calculus I (3 credits)
Prerequisites: MATH 120
Description: This course introduces techniques to evaluate limits and covers continuity, special trigonometric limits, absolute value limits and differentiation of algebraic, trigonometric, and logarithmic functions. The course explores intermediate value theorem, mean value theorem, and extreme value theorem. Other topics for exploration are application and formal definition of

derivative average rate of change versus instantaneous rate of change, velocity, and the introduction of the definite integral and its applications. A graphing calculator is required for this course.

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

NURSING (NURS)

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

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

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

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

focusing on population health as the physical, social, cultural, and economic community where one works and lives. The student will link community health status and health policy with the performance of health care systems.

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

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

SEMINAR (SEMR)

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

PROFESSIONAL AND CONTINUING EDUCATION

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

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

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

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

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

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

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

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

UNIVERSITY ADMINISTRATION

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

2018-2019 Board of Trustees

Faculty			
Iheb	Abdellatif	Assistant Professor	Information Technology & Management
Mani	Akella	Lecturer	Computer and Information Sciences
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Mark	Alwine	Lecturer	Applied Mathematics
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Barry	Boyer	Lecturer	Computer and Information Sciences
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Melissa	Gettys	Lecturer	
Philip	Grim	Lecturer	Computer Science
Andrew	Hacker	Expert in Residence	Cyber Security
Marvine	Hamner	Professor	Analytics
Kevin	Huggins	Professor	Data Analytics
Richard	Jackson	Associate Professor	Integrative Sciences
Ronald	Jones	Lecturer	Cybersecurity
Chintankumar	Kanadia	Instructor	Computer Science
Richard	Kordel	Program Lead	Learning Technologies
Jonathan	Korn	Visiting Lecturer	
Jay	Liebowitz	DiSanto Visiting Chair of Applied Business and Finance	Management and eBusiness and Information Systems Engineering and Management
Joe	Malak	Assistant Professor	Project Management
Panakkal	Mathew	Assistant Professor	Mathematics & Analytics
John	McKnight	Assistant Professor	Sociology of Emerging Technologies
Glenn	Mitchell	Professor	Healthcare Informatics

Andrea	Nagy	Visiting Assistant Professor	Analytical Chemistry
Mehdi	Noorbaksh	Professor	International Affairs and Business
Stanley	Nwoji	Assistant Professor	Business and Entrepreneurship
Stephen	Onu	Assistant Professor	Project Management
Charles	Palmer	Associate Professor	Multimedia Arts
Luis	Paris	Associate Professor	
Mrunalini	Pattarkine	Professor	Biotechnology
Stephen	Penn	Associate Professor	Analytics
Tamara	Peyton	Assistant Professor	Mobile Computing and HCI
Robert	Pittman	Assistant Professor	Systems Engineering
Wouter	Popelier	Lecturer	Information Systems Engineering and Management
Christine	Proctor	Assistant Professor	Biology and Ecology
John	Quigley	Director and Lecturer	Center for Environment, Energy & Economy and Sustainability
Mandana	Rezaeiahari	Assistant Professor	Analytics
Timothy	Richards	Lecturer	
Roozbeh	Sadeghian	Associate Professor	Data Analytics
Catharine	Santai	Associate Professor	Integrative Sciences
Albert	Sarvis	Assistant Professor	Geospatial Technology and Information Technology Project Management
Majid	Shaalan	Associate Professor	Computer and Information Sciences
Chip	Shearrow	Program Lead and Associate Professor	Advanced Manufacturing
Thomas	Sheives	Associate Professor	Project Management
Caleb	Smith	Lecturer	
Doaa	Taha	Visiting Professor	Analytics
Douglas	Taylor	Professor	Biotechnology
Michael	Theilacker	Lecturer	Applied Mathematics
Shane	Tomblin	Associate Professor	Enterprise Engineering & Healthcare Informatics
Amjad	Umar	Professor	Information Systems Engineering and Management
Ru	Wideman	Associate Professor	General Education
Michael	Wright	Instructor	Computer and Information Sciences
Daqing	Yun	Assistant Professor	Computer Science

Corporate Faculty
List of corporate faculty that taught in the 2017-2018 academic year.

Linda	Beck	General Education & Management
Karl	Brummer	Management
Mark	Crider	Nursing
Stephen	Fries	Management

Ron	Jones	Cybersecurity Operations and Management
Tyler	Milfeld	Marketing
Lisa	Schlosser	Cybersecurity Operations and Management
Dawn	Spaar	Management
Vicki	Villone	General Education
Pam	Wiedeman	General Education
Michael	Wright	Cybersecurity Operations and Management

Administration

Ben	Allatt	Associate Vice President of Human Resources
Debra	Althoff	Associate Registrar
Meera	Anilkumar	Student Account Representative
Melissa	Bailey	International Student Coordinator and DSO
Jacqueline	Barnett	Attorney & In-House Counsel
Laurie	Barrow	Director of Admissions
Fay	Baxter	Academic Records Coordinator
Diane	Bertinetti	Executive Assistant to the President
Laurianna	Blessing	Manager of Experiential Programs & Career Services
Jason	Brandt	Database Engineer
Ben	Buckley	Security Officer
Eric	Cerjanic	Security Desk Attendant
Sruthy	Chitturi	International Admissions Counselor
Eric	Darr	President and Chief Executive Officer (CEO)
Connor	DeStanfano	Undergraduate Admissions Recruiter
Justin	Detig	Learning Technologies Production Coordinator
Yvonne	Dunst	TaskStream
Lauren	Edgell	Director, Online Learning Technologies & Professional Development
Dianna	Falkenstein	Intake Specialist/Case Manager
Douglas	Firestone	Chief of Staff
Erika	Firestone	International Student Coordinator
Stephanie	Foster	International Student Coordinator and DSO
Vincent	Frank	Director of Financial Aid
John	Friend	Associate Vice President for Secondary Programs & Partners
Maxwell	Fuller	GIS Lab Technician
Carol	Gima	Registration Assistant
Keith	Green	Director of Institutional Research & Compliance, PDSO
Yuliya	Gross	University Administrative Assistant
Sabrina	Guzy	International Student Coordinator and DSO
Laurel	Harris	Human Resources Specialist
Erin	Hill	Executive Recruiter
Jeff	Hoffman	Web Developer
Brian	Humphrey	Manager of University & Community Partnerships
Steven	Infanti	Associate Vice President for Enrollment Management & Communications
Nayeem	Islam	Associate Director of Residential Life

Laurel	Jones	International Student Coordinator
Jayme	Keller	Manager Technology Services
Damian	Kerstetter	Facilities Maintenance
Sireesha	Kollipara	International Student Services Coordinator
Ryan	Korn	Director of Secondary School Services, Programs & Partnerships
Megan	Kreiser	Director of Development & Event Planning
Craig	Lewis	GIS Lab Supervisor
Lauren	Lewis	Program Coordinator
Kelly	Logan	Vice President for Strategic Workforce Development and University Centers
Becky	Low	Graduate Program Coordinator
Joy	Mackey	Philadelphia Student Success Programs & Partnership Liaison
Michelle	Mafnas	Program Coordinator
Beverly	Magda	Associate Provost for Strategic Partnerships
Bilita	Mattes	Provost and Chief Academic Officer (CAO)
Duane	Maun	Vice President for Finance and Chief Financial Officer (CFO)
Ryan	Maun	Staff Accountant
Lisa	McGahren	Consultatnt
Thomas	McManus	Director of Learning Technologies & Professional Development
Shruthi	Mekala	International Student Coordinator
Teri	Mickle	Assistant Registrar
Alisha	Mills	Academic Success Coordinator
Rhonda	Mitchell	Cleaning Services
Melissa	Morgan	Director of Student Services
Brian	Morris	Admissions Counselor
Scott	Morrison	Security Desk Attendant
Marilyn	Mullen	Facilities Maintenance
Sandra	Nelson	Registrar
Danelle	Nolt	Residence Life Coordinator
Anthony	Ortega	Production Coordinator
Christian	Perry	Admissions Counselor
Andy	Petroski	New Product Development Consultant
Alex	Pitzner	Chief Information Officer (CIO)
Michael	Platt	Systems Administration Analyst
Jason	Popp	Database Administrator
Kristie	Postorino	Licensed Professional Counselor
Preetha	Ram	Chief Academic Expansions Officer & Associate Provost for International Affairs
Emily	Reed	Assistant Resources Librarian
Aaron	Rock	Assistant Director of Student Success
David	Runyon	University Librarian
Nigel	Salmon	Intake Specialist
Manny	Sanchez	Graduate Program Director
Karen	Scharein	Admissions Data & Communications Specialist
Danielle	Schaufert	Undergraduate Admissions Recruiter
Dawn	Spaar	Director of Adult and Professional Studies
Aaron	Spina	Admissions Counselor

Keith	Thomas	Systems Engineer
Matthew	Thomas	Adult Undergraduate Admissions Counselor
Leah	Topping	GIS Lab Technician
Eric	Veronikis	Communications Liaison
Jeremy	Walmer	Financial Accounts and Payroll Manager
Jeffrey	Wang	eSports Head Coach
Penny	Weidner	Director of Assessment
Jasmine	Wilson	Student Activities Coordinator

UNIVERSITY POLICIES AND DISCLOSURES

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

Family Educational Rights Privacy Act (FERPA) Policy

The University collects a considerable amount of information about each student during the period of enrollment. Almost all of this information is contained in records protected by the Family Educational Rights Privacy Act (FERPA), a federal statute signed into law in 1974. Under this law, a student has the right to review the records and to challenge anything in them that is perceived to be inaccurate or misleading. FERPA regulations also stipulate that the University cannot release information from the student's records to anyone but the student without the student's written consent, except to the extent that the FERPA policy authorizes disclosure without consent.

University officials may disclose education records and information without consent of the student under certain circumstances:

- During a health or safety emergency to protect the student or other individuals;
- Any record to the parent when the student is a dependent for federal income tax purposes;
- Law enforcement unit records, including outside law enforcement authorities;

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

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

For additional information on the FERPA policy see
http://www.ed.gov/policy/gen/reg/ferpa/index.html

Campus Crime and Security Disclosure

The Campus Security Policy and Campus Crime Statistics Act (the Jeanne Clery Act) requires the distribution of an annual security report on or before October 1 to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff. The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus or property owned or controlled by the University, and on public property immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as: crime prevention, the reporting of crimes, sexual assault, timely warning, and other matters. This report is available on the University website or the U.S. Department of Education website at http://ope.ed.gov/security.

Electronic Mail Communication Policy

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

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

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

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

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

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

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

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

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

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

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

Equal Opportunity

The University is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, creed, color, gender, age, religion, national origin, veteran or handicap status, or sexual orientation in its educational programs, activities, admissions, or employment practices as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and other applicable statutes. Inquiries concerning Title IX, Section 504, compliance and information regarding campus accessibility, may be referred to the Americans with Disabilities Act (ADA) Coordinator.

Non-Discrimination Grievance Procedure - Federal

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX and other federal and state civil rights laws, Harrisburg University of Science and Technology has developed internal policies that prohibit discrimination and sexual misconduct on the basis of sex, such as sexual misconduct and sexual violence. A copy of the Title IX non-discrimination procedure is available upon request.

Non-Discrimination Policy - State

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

Any complaint of an alleged act of discrimination must be filed within 180 days of the incident by contacting the PA Human Relations Commission located at 1101-1125 Front Street, 5ᵗʰ Floor, Harrisburg, PA 17104-2515 (717) 787-9784.

Emergency Notification System Policy

The University's emergency notification service (ENS), the "e2Campus" system, is used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. All University students, faculty, and staff are strongly encouraged to subscribe. Each subscriber can designate up to three contact

numbers and specify text and/or voice messages. The Quick Test feature enables the user to send a test message to your wireless device. The Emergency Notification Service is designed for use with portable devices and is only one aspect of a layered approach to notifying the University community of emergencies.

Peer-to-Peer ("P2P") File Sharing Information Technology Disclosure
Introduction
The Higher Education Act of 1965, as amended, under Title IV, Section 285(a)(1)(P) and Section 487(a)(29), effective August 14, 2008, requires the disclosure to users of information technology resources that Harrisburg University of Science and Technology has developed a plan to combat the unauthorized distribution of copyrighted material (including the use of technology-based deterrents) and will, to the extent practicable, offer alternatives to illegal downloading. The illegal distribution of copyrighted material is prohibited, and may subject an individual to criminal or civil penalties.

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

Plans to "Effectively Combat" Unauthorized Distribution of Copyrighted Material

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

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

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

Identification of Copyrighted Material Violation and Action Taken
The designated agent to receive notification of a claimed infringement, in accordance with the provisions of the Digital Millennium Copyright Act, is:

Keith A. Green
Director of Institutional Research & Compliance
326 Market Street
Harrisburg, PA 17101
(717) 901-5123
KGreen@HarrisburgU.edu

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

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

Upon receipt of the material removal confirmation, the designated agent notifies the complainant of the institutional resolution.

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

Penalties for Copyright Infringement

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 Web site of the U.S. Copyright Office at www.copyright.gov, especially the FAQ's at www.copyright.gov/help/faq.

Procedure to Update and/or Amend

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

Campus ID Card Policy

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

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

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

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

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

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

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

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

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

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

Student Grievance Policy

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

inappropriate relationships with the student which cause conflict of interest for either the student or faculty or staff.

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

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

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

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

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

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

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

Acceptable Use of Information Technology Policy

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

Purpose
This policy:

    A. Promotes the responsible and ethical use of computing, information resources, and/or communication systems, collectively known as "information technology" but hereafter known as "IT," administered by the Office of Information Services (OIS).

    B. Defines the rights, responsibilities, and standards of conduct for its faculty, administrators, staff, students, and other authorized users with regard to the use of IT.

    C. Explains the appropriate procedures for enforcing any and all misuse of the University's IT resources and outlines appropriate disciplinary procedures for violating these rules.

Responsibilities

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

    E. The Harrisburg University OIS is responsible for the following:
        i. Maintaining user accountability requirements including user identification and authentication, account administration, and password integrity.
        ii. Making every effort to protect the privacy of users and confidentiality of data[2].

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

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

      iii. Ensuring fair access to IT.

      iv. Developing and implementing security policies and standards.

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

      i. Acting in a responsible, ethical, and legal manner in the use of IT. As such, this use of IT implies consent with any and all applicable university policies and regulations.

      ii. Using IT for authorized university business only. Excessive use of any IT resource for personal use is prohibited.

      iii. Safeguarding data including personal information and passwords.

      iv. Recognizing the limitations to privacy afforded by electronic services.

      v. Respecting other users and their expectation of privacy, confidentiality, and freedom of expression.

      vi. Taking precautions to prevent the initial occurrence and/or spread of computer viruses. Therefore, network connected resources must utilize university-approved anti-virus software.

      vii. Avoiding any unauthorized or illegal use of IT. This includes but is not limited to the transmission of abusive or threatening material, spam, or communications prohibited by state or federal laws.

      viii. Using IT in compliance with applicable license and purchasing agreements. Each user is individually responsible for reading, understanding, and adhering to all licenses, notices, and agreements in connection with IT which he or she uses.

Compliance

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

      i. There is reasonable cause a user has violated this policy.

      ii. A user or an account appears to be engaged in unusual activity.

      iii. It is necessary to protect the integrity, security, or functionality of IT resources.

      iv. It is necessary to protect the University from liability.

      v. It is permitted or required by law.

Enforcement and Disciplinary Procedures

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

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

      ii. Disciplinary action as described in Harrisburg University's Student Handbook which may include suspension, dismissal, or expulsion from the University.

      iii. Disciplinary procedures outlined in Harrisburg University's Faculty Handbook or any other documents outlining conduct for faculty, staff, administration, or student employees which may include termination of employment or other disciplinary action.

      iv. Civil or criminal prosecution under federal and/or state law. Noncompliance with certain provisions of this policy may incur

penalties under such laws which may include fines, orders of restitution, and imprisonment.

v. Re-instatement of computer privileges shall be examined on a case-by-case basis.

Procedure to Update and/or Amend

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

Credit Card Policy

The University is in compliance with state requirements for policies related to the marketing of credit cards on campus (Senate bill 157 session 2003 article xx111-A, Section 2301-A).

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

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

Intellectual Property Policy

Purpose

The policy reflects the following goals:

To create an environment that encourages the generation of new knowledge by faculty, staff, and the student;

To facilitate wide transfer of useful inventions, ideas, and writings to society;

To motivate the development and dissemination of intellectual property by providing appropriate financial rewards to creators and the University, and administrative assistance to creators; and,

To ensure that the financial return from the development of intellectual property does not distort ethical decisions and operations of the University in a manner contrary to the mission of the University.

Definitions

Terms used in this document are defined in this section. These definitions may not necessarily conform to customary usage.

Intellectual Property includes any patentable invention, any copyrightable subject matter, or trade secret. It also includes works of art, inventions, discoveries, or creations that might normally be developed on a proprietary basis.

University means Harrisburg University of Science and Technology.

Student means any full-time or part-time graduate or undergraduate student, regardless of whether the student receives financial aid from the University or from outside sources. It is the responsibility of a student who is also an employee of an outside entity to resolve any conflicts between this policy and provisions of agreements with the employer prior to beginning any undertaking at the University that will involve the development of intellectual property.

Faculty means a person employed for pay at the University who has received a teaching appointment, plus instructors who have faculty appointments of various types.

Staff means any employee of the University other than students and faculty as defined above. If a student is also a part-time university employee, that person is considered as staff with regard to intellectual property developed as a result of employment, and as a student with regard to other intellectual property. A full-time non-faculty employee who is also taking one or more courses is considered to be staff. Visitors to the University who make substantial use of university resources are considered as staff with respect to any intellectual property arising from such use.

Creator means any person (or persons) who create an item of intellectual property.

Net proceeds to the University means all proceeds received by the University on intellectual property that it assigns, sells or licenses, minus any application, litigation, interference, or marketing costs directly attributable to the intellectual property being licensed. Deducted costs shall be reasonable and fair, and shall be properly disclosed; the sources and amounts of compensation shall also be properly disclosed.

Net proceeds to the creator means all proceeds received by the creator from intellectual property owned that is sold, assigned, or licensed, less the costs of application, legal protection, or litigation, interference, travel and other marketing costs directly attributable to the intellectual property being exploited. Such net proceeds do not include compensation legitimately received by the creator for consulting services or interest or other return on invested labor or capital. Deducted costs shall be reasonable and fair, and shall be properly disclosed; the sources and amounts of compensation shall also be properly disclosed.

Substantial use of university facilities means extensive unreimbursed use of major university laboratory, computational facilities, or human resources. The use of these facilities must be important to the creation of the intellectual property; merely incidental use of a facility does not constitute substantial use, nor does extensive use of a facility commonly available to all faculty or professional staff (such as libraries and offices), nor does extensive use of a specialized facility for routine tasks. Use will be considered "extensive" and facilities will be considered "major" if similar use of similar facilities would cost the creator more than $5000 (five thousand dollars) if purchased or leased in the public market. Creators wishing to directly reimburse the University for the use of its facilities must make arrangements to do so before the level of facilities usage for a particular intellectual property becomes substantial.

Policy Provisions

This section states the policies concerning ownership of intellectual property created at the University. In order of precedence, ownership of intellectual property shall be as follows:

1. Externally Sponsored Work

Ownership Provisions: Intellectual property created as a result of work conducted under an agreement between an external sponsor and the University that specifies the ownership of such intellectual property shall be owned as specified in said agreement.

2. Internally Sponsored Work

Ownership Provisions: When the University provides funds or facilities for a particular project to the extent of substantial use, it may also choose to designate itself as sponsor of that work. The University may declare itself the owner of intellectual property resulting from said work. In such cases the University must specify in advance the disposition of any intellectual property rights arising from the project. If such ownership provisions are not in place, the University will not go into contract with researcher.

3. Individual Agreements

Ownership Provisions: Intellectual property, which is the subject of a specific agreement between the University and the creator(s) thereof, shall be owned as provided in said agreement. Such agreements by the University and the faculty are encouraged.

4. Intellectual Property Created Within Scope of Employment

Ownership Provisions: Intellectual property created by university employees who were employed specifically to produce particular intellectual property shall be owned by the University if said intellectual property was created within the normal scope of employment. Computer programs written on the job by staff computer programmers would fall under this provision.

5. Public Dedication

Ownership Provisions: Except when limited by the above, the creator of any intellectual property may choose to place his or her creation in the public domain. In such cases both the creator and the University waive all ownership rights to said property.

6. In General

Unless governed by the above, ownership of intellectual property created at the University shall be determined as follows:

A. Traditional Rights Retained

Ownership Provisions: In keeping with establishing academic traditions at the University, the creator retains all rights to the following types of intellectual property, without limitation: books (including textbooks), educational courseware, articles, pictorial and graphic works, audio-visual works, and sound recordings, regardless of the level of use of university facilities. This provision does not include computer software (other than educational courseware) or databases.

B. No Substantial Use of University Facilities

Ownership Provisions: The creator owns all intellectual property created without substantial use of university facilities, including intellectual property rights in computer software and databases.

C. Substantial Use of University Facilities - No External or Internal Sponsorship

Ownership of intellectual property created with substantial use of university facilities, but not directly arising from externally sponsored work, or from work for which the University has declared itself as sponsor, shall be determined as set forth hereinafter depending on whether the creator or the University develops said property.

i. Development by Creator

Ownership Provisions: The creator originally owns intellectual property created with substantial use of university facilities but no external or internal sponsorship, and retains said ownership by commercial development of said property subject to the following: (i) the University shall receive 15% (fifteen percent) of the net proceeds to the creator above $25,000 (twenty-five thousand dollars) from all sources (in the case of patents and copyrights, this provision shall be limited to the life of the patent or copyright), and (ii) the University shall receive a perpetual, non-exclusive, non-transferable, royalty free license to use said intellectual property. In the case of software, this license includes access by specified university personnel to the source listings, and the University shall require each person to whom a disclosure is made to execute in advance a binding confidentiality agreement in favor of and enforceable by the creator. If the intellectual property is created solely by a student or students, the creator is exempt from the obligation to pay to the University a fraction of his net proceeds, but not from the provision of this paragraph for a non-exclusive license to the University.

ii. Development by the University

Ownership Provisions: When intellectual property is created with substantial use of university facilities, but not directly arising from sponsored research, the creator will originally retain the rights to the property, provided that he desires to commercially develop the property himself or to make it available to the public. If, however, the creator elects not to commercially develop same or fails to show diligence in pursuing such development, then the ownership rights to that property may be acquired by the University.

D. Substantial Use of University Facilities - External or Internal Sponsorship

Ownership of intellectual property created with substantial use of university facilities and directly arising from work sponsored under an agreement between an external sponsor and the University, or from work for which the University has declared itself a sponsor, but for which neither the external sponsor nor the University have specified the ownership of resulting intellectual property shall be determined as set

forth hereinafter depending on whether the creator or the University develops said property.

i. Development by University

Ownership Provisions: The University originally owns intellectual property created with substantial use of university facilities provided by an external agreement or internal university sponsorship and retains said ownership by commercial development of said property, subject to the following: in all cases, the creator shall receive 50% (fifty percent) of the net proceeds to the University.

ii. Development by Creator

Ownership Provisions: When intellectual property is created with substantial use of university facilities provided by external or internal sponsorship, the University will originally retain the rights to the property, provided that it desires to commercially develop the property or to make it available to the public. If, however, the University elects not to commercially develop the same or fails to show diligence in such development, the ownership rights to that property may be acquired by the creator.

E. Consulting Agreements

Ownership Provisions: Work done by individuals as consultants to outside firms is presumed not to involve unreimbursed substantial use of university facilities, and the rights to intellectual property created under consulting agreements are retained by the outside firms or the individual as specified by the terms of the consulting agreement.

General Procedures

The creator of any intellectual property that is or might be owned by the University under this policy is required to make reasonably prompt written disclosure of the work to the University's Provost, and to execute any document deemed necessary to perfect legal rights in the University and enable the University to file patent applications and applications for copyright registration when appropriate. This disclosure to the Provost should be made at the time when legal protection for the creation is contemplated, and it must be made before the intellectual property is sold, used for profit, or disclosed to the public. Whenever legal protection for intellectual property is anticipated all persons engaged in such creative activity are encouraged to keep regular notebooks and records.

Whenever the University undertakes commercial development it shall do so, if possible, in a fashion that provides for the widest possible dissemination, avoiding suppression of inventions from which the public might otherwise benefit, providing for non-exclusive licensing at reasonable royalties, and giving consideration to more favorable or royalty-free licensing to non-profit charitable institutions, minority businesses or enterprises in developing countries.

The University's share of any proceeds under this policy will be used to reimburse the University for its expenses for commercial development of intellectual property. Any additional return to the University will be used to further the academic purposes of all disciplines of the University community