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ABOUT THE CATALOG

This University Catalog is updated annually and made available in electronic form on the Harrisburg University website. Paper copies can be obtained upon request from the Office of Records and Registration at 717.901.5163. Please refer to the website at www.HarrisburgU.edu for updated lists of courses and descriptions and other important information.

Harrisburg University has made every effort to make this catalog 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. Each edition of the University's catalog is archived in the library.

Harrisburg University Of Science and Technology

Catalog

2011-2012

The provisions of this Catalog, and its electronic version at www.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, regulations, policies and procedures, whether published in this Catalog, the Student Handbook, or other official media.

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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 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 Pennsylvania's 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, and the inaugural class of 113 students arrived in August of that same year.

An independent institution, the University offers academic and research programs designed to meet the needs of the region's youth, workforce and businesses. By aligning traditional undergraduate and graduate degrees with science and technology-based economic development and experiential learning, the University serves as a catalyst for regional economic prosperity and is creating, attracting an expanding economic opportunities in Central Pennsylvania.

The physical facilities of the University include a \$73-million Academic Center located at 326 Market Street in Harrisburg. The 16-story technology-laden facility accommodates up to 1,600 students and features 24 classrooms, 6 scientific teaching labs, 12 student team meeting areas, 6 seminar rooms and a 125-seat auditorium with audio-conferencing capabilities.

Recognized as fulfilling a significant need, the University has become a model public-private partnership, having received external support from the corporate sector, private individuals, and the state and federal government. Companies such as AT&T; Burt, Hill; Cleveland Brothers Equipment Co., Inc; Gannett Fleming, LLC; Gunn-Mowery, LLC; Harristown Development Corporation; The Hershey Company; Hollywood Casino at Penn National Race Course; McNees, Wallace and Nurick, LLC; Penn National Insurance; PPL Corporation; The Phillips Group; Property Management, Inc; PSECU; Select Medical Corporation; and Versatile Systems have supported the University with funding and opportunities for our students.

The University's experiential learning model, coupled with career preparation and development, has led to partnerships aligned with the University's mission and vision. The National Science Foundation, for example, funds the Science Education for New Civic Engagements and Responsibilities (SENCE) program housed within the National Center for Science and Civic Engagement at the University. Partners from across industry, academia and government provide students on-site internships, mentoring, and advanced learning opportunities connected to the latest trends, discoveries, and developments in biotechnology through the Department of Community Economic Development funded Capital Area Biotechnology Partnership. Carnegie Mellon University in Pittsburgh is a partner in the Center for Advanced Entertainment and Learning Technologies at the University.

MISSION STATEMENT

The Harrisburg University of Science and Technology is an independent educational institution that offers academic and research programs in mathematics, science and technology designed to meet the needs of the region's youth, workforce, and businesses, and to expand, attract, and create economic opportunities in the region.

Approved by the Board of Trustees on November 12, 2002.

Re-affirmed by the Board of Trustees on March 6, 2006.

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.

The Maryland Higher Education Commission granted approval of an authorization to operate at the Southern Maryland Higher Education Center for the Master of Science in Learning Technologies and Master of Science in Information Systems Engineering and Management degree programs.

Approved to participate in the federal Title IV, HEA student assistance programs by the U.S. Department of Education.

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.

Approved by the Department of Homeland Security – U.S. Immigration and Customs Enforcement (DHS-USICE) as an eligible institution for the Student and Exchange Visitor Information System (SEVIS) to enroll foreign 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 articulation agreement with the following institutions:

Harrisburg Area Community College
Community College of Baltimore County

Additional articulation agreements are being pursued with various institutions of higher education.

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.

ACADEMIC CALENDAR

2011-2012

Harrisburg University operates on a semester calendar with intense summer sessions for selected offerings. Changes to the calendar are at <http://www.HarrisburgU.edu/academics/calendar.php>

SEMESTER I (Fall), 2011

Graduate Student Orientation	Thursday, August 25, 2011
New Student Orientation (a.m.)	Friday, August 26, 2011
Welcome Weekend for New Students Begins	Friday, August 26, 2011
Welcome Weekend Ends	Sunday, August 28, 2011
First Day of Classes – Add/Drop Period Begins	Monday, August 29, 2011
Learning Contract Submission Deadline for Internship, Project I, and Project II	Monday, August 29, 2011
Add/Drop Period Ends	Saturday, September 3, 2011
Last Day to Withdraw with 75% Tuition Refund	Saturday, September 3, 2011
Labor Day Holiday (No classes; University Closed)	Monday, September 5, 2011
Classes Resume	Tuesday, September 6, 2011
Census Date	Wednesday, September 7, 2011
Last Day to Withdraw with 50% Tuition Refund	Saturday, September 10, 2011
Last Day to Withdraw with 25% Tuition Refund	Saturday, September 17, 2011
Mid-Semester Deficiencies Due to Office of Records & Registration	Monday, October 24, 2011
Mid-Semester Warning Letters Mailed	Wednesday, October 26, 2011
Last Day to Withdraw from a Course with a Grade of “W”	Saturday, November 5, 2011
Academic Advising Period Begins	Monday, November 7, 2011
Preregistration Begins for Semester II, 2011-2012	Monday, November 7, 2011
Preregistration Ends for Semester II, 2011-2012	Tuesday, November 22, 2011
Thanksgiving Holiday (No classes 11/23, University Closed 11/24-27)	Wednesday-Sunday, November 23-27, 2011
Classes Resume	Monday, November 28, 2011
Semester Ends	Saturday, December 17, 2011
Final Grades Due to Office of Records & Registration	Tuesday, December 20, 2011

SUBTERM A

Graduate Student Orientation	Thursday, August 25, 2011
New Student Orientation (a.m.)	Friday, August 26, 2011
First Day of Classes – Add/Drop Period Begins	Monday, August 29, 2011
Learning Contract Submission Deadline for Internship, Projects I, and Project II	Monday, August 29, 2011
Add/Drop Period Ends	Saturday, September 3, 2011
Census Date	Wednesday, September 7, 2011
Mid-term Deficiencies Due to Office of Records & Registration	Thursday, September 22, 2011
Mid-term Warning Letters Mailed	Friday, September 23, 2011
Last Day to Withdraw from a Course with a Grade of “W”	Saturday, October 1, 2011
Subterm A Ends	Tuesday, October 18, 2011
Final Grades Due to Office of Records & Registration	Friday, October 21, 2011

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SEMESTER I (Fall), 2011 *(continued)***SUBTERM B**

New Student Orientation	Tuesday, October 18, 2011
First Day of Classes – Add/Drop Period Begins	Wednesday, October 19, 2011
Learning Contract Submission Deadline for Internship, Project I, and Project II.	Wednesday, October 19, 2011
Add/Drop Period Ends	Tuesday, October 25, 2011
Census Date	Thursday, October 27, 2011
Mid-term Deficiencies Due to Office of Records & Registration	Monday, November 14, 2011
Mid-term Warning Letters Mailed	Wednesday, November 16, 2011
Last Day to Withdraw from a Course with a Grade of “W”	Tuesday, November 22, 2011
Subterm B Ends	Saturday, December 17, 2011
Final Grades Due to Office of Records & Registration	Tuesday, December 20, 2011

SEMESTER II (Spring), 2012

New Student Orientation	Thursday, January 5, 2012
First Day of Classes – Add/Drop Period Begins	Monday, January 9, 2012
Learning Contract Submission Deadline for Internship, Project I, and Project II	Monday, January 9, 2012
Add/Drop Period Ends	Saturday, January 14, 2012
Last Day to Withdraw with 75% Tuition Refund	Saturday, January 14, 2012
Martin Luther King, Jr. Birthday (No Classes; University Closed)	Monday, January 16, 2012
Census Date	Tuesday, January 17, 2012
Last Day to Withdraw with 50% Tuition Refund	Saturday, January 21, 2012
Last Day to Withdraw with 25% Tuition Refund	Saturday, January 28, 2012
Mid-Semester Deficiencies Due to Office of Records & Registration	Friday, March 2, 2012
Spring Recess	Monday-Saturday, March 5-10, 2012
Mid-Semester Warning Letters Mailed	Tuesday, March 6, 2012
Classes Resume	Monday, March 12, 2012
Last Day to Withdraw from a Course with a Grade of “W”	Saturday, March 24, 2012
Academic Advising Period Begins	Monday, March 26, 2012
Preregistration Begins for Semester III, 2011-2012 and Semester I, 2012-2013	Monday, March 26, 2012
Advising and Preregistration Periods Ends	Friday, April 20, 2012
Semester Ends	Saturday, April 28, 2012
Final Grades Due to Office of Records & Registration	Tuesday, May 1, 2012
Commencement	Thursday, May 10, 2012

SUBTERM A

New Student Orientation	Thursday, January 5, 2012
First Day of Classes – Add/Drop Period Begins	Monday, January 9, 2012
Learning Contract Submission Deadline for Internship, Project I, and Project II	Monday, January 9, 2012
Add/Drop Period Ends	Saturday, January 14, 2012
Census Date	Tuesday, January 17, 2012
Mid-term Deficiencies Due to Office of Records & Registration	Tuesday, February 7, 2012
Mid-term Warning Letters Mailed	Thursday, February 9, 2012
Last Day to Withdraw from a Course with a Grade of “W”	Saturday, February 11, 2012
Subterm A Ends	Tuesday, February 28, 2012
Final Grades Due to Office of Records & Registration	Thursday, March 1, 2012

Continued on next page

SEMESTER II (Spring), 2012 *(continued)***SUBTERM B**

New Student Orientation	Tuesday, February 28, 2012
First Day of Classes – Add/Drop Period Begins	Wednesday, February 29, 2012
Learning Contract Submission Deadline for Internship, Project I, and Project II	Wednesday, February 29, 2012
Add/Drop Period Ends	Tuesday, March 13, 2012
Census Date	Thursday, March 15, 2012
Mid-term Deficiencies Due to Office of Records & Registration	Wednesday, April 4, 2012
Mid-term Warning Letters Mailed	Thursday, April 5, 2012
Last Day to Withdraw from a Course with a Grade of “W”	Tuesday, April 10, 2012
Subterm B Ends	Saturday, April 28, 2012
Final Grades Due to Office of Records & Registration	Tuesday, May 1, 2012

SEMESTER III (Summer), 2012

New Student Orientation	Thursday, May 3, 2012
First Day of Classes – Add/Drop Period Begins	Monday, May 7, 2012
Learning Contract Submission Deadline for Internship, Project I, and Project II	Monday, May 7, 2012
Last Day to Withdraw with 75% Tuition Refund	Saturday, May 12, 2012
Add/Drop Period Ends	Saturday, May 12, 2012
Last Day to Withdraw with 50% Tuition Refund	Saturday, May 19, 2012
Census Date	Tuesday, May 15, 2012
Last Day to Withdraw with 25% Tuition Refund	Saturday, May 26, 2012
Memorial Day Holiday (University Closed)	Monday, May 28, 2012
Mid-Semester Deficiencies Due to Office of Records & Registration	Friday, June 29, 2012
Mid-Semester Warning Letters Mailed	Tuesday, July 3, 2012
Independence Day Holiday (No classes; University Closed)	Wednesday, July 4, 2012
Classes Resume	Thursday, July 5, 2012
Last Day to Withdraw from a Course with a Grade of “W”	Saturday, July 14, 2012
Academic Advising Period Reopens for Continuing Students	Monday, June 18, 2012
Preregistration Reopens for Continuing Students for Semester III, 2011-2012 and Semester I, 2012-2013	Tuesday, June 31, 2012
Semester Ends	Saturday, August 18, 2012
Final Grades Due to Office of Records & Registration	Tuesday, August 21, 2012

SUBTERM A

New Student Orientation	Thursday, May 3, 2012
First Day of Classes – Add/Drop Period Begins	Monday, May 7, 2012
Learning Contract Submission Deadline for Internship, Project I, and Project II	Monday, May 7, 2012
Add/Drop Period Ends	Saturday, May 12, 2012
Census Date	Tuesday, May 15, 2012
Mid-term Deficiencies Due to Office of Records & Registration	Monday, June 4, 2012
Mid-term Warning Letters Mailed	Wednesday, June 6, 2012
Last Day to Withdraw from a Course with a Grade of “W”	Saturday, June 9, 2012
Subterm A Ends	Tuesday, June 26, 2012
Final Grades Due to Office of Records & Registration	Thursday, June 28, 2012

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SEMESTER III (Summer), 2012 *(continued)*

SUBTERM B

New Student Orientation	Tuesday, June 26, 2012
First Day of Classes – Add/Drop Period Begins	Wednesday, June 27, 2012
Learning Contract Submission Deadline for Internship, Project I, and Project II	Wednesday, June 27, 2012
Mid-term Warning Letters Mailed	Thursday, July 5, 2012
Last Day to Withdraw from a Course with a Grade of “W”	Monday, July 23, 2012
Subterm B Ends	Wednesday, July 25, 2012
Final Grades Due to Office of Records & Registration	Tuesday, July 31, 2012
	Saturday, August 18, 2012
	Tuesday, August 21, 2012

UNDERGRADUATE EDUCATION

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.

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 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.

Undergraduate Admission Process

There is no application deadline. A high school student is encouraged to apply during the fall or early spring of the senior year in high school. An adult learner is encouraged to apply at least two months prior to the start of any semester. This application process allows ample time to be accepted, develop an academic schedule, and to process financial aid applications (if applicable).

Undergraduate Admission Requirements

Each applicant’s candidacy is evaluated once all admissions materials have been received. Offers of admission are made to qualified candidates on a rolling basis. The undergraduate admission process requires the applicant to:

- complete the application online at www.HarrisburgU.edu/Apply or a paper application;
- submit an official high school transcript or equivalent (required of applicants transferring less than 30 semester hours; encouraged of applicants transferring more than 30 semester hours). A student who has successfully completed the General Educational Development (GED) test may submit an official copy of the scores in lieu of the high school transcript. Documentation of successful completion of high school must be received prior to the end of the first semester of enrollment;
- submit official college transcript(s), if applicable, for any and all college, university or career/trade schools attended (whether or not academic credit was earned);
- submit a personal goal statement: “I am interested in science and technology because...” This statement may be handwritten, emailed or typed, and should be two to four paragraphs in length, or approximately one full page; and,
- 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. For specific score requirements, see TOEFL and IELTS section at the end of this chapter.

Optional materials:

- be interviewed - preferably in person during a campus visit or by telephone;
- submit results of standardized test scores from the SAT or ACT (optional, but recommended for those in high school); and,
- submit a letter of recommendation (preferably from someone who can attest to the student's work ethic, motivation and strengths, or from a teacher in a subject area tied to the student's academic field of interest).

Required Placement Testing

In order to give the student the best opportunity for success, completion of the University's placement testing program is required of all new undergraduate students – degree-seeking, non-degree-seeking or dual enrollment, regardless of full-time or part-time status. Placement tests are not an entrance examination. The tests measure skills in English, mathematics, and reading.

A student who has demonstrated satisfactory achievement via college transcripts or the equivalent is exempt from the placement tests. A non-native speaker of English must substitute completion of the English placement test with the Test of English as a Foreign Language (TOEFL).

Non-Degree Admission

Philosophy

The University offers various non-degree programs at both the undergraduate and graduate levels, in the form of individual courses, a specialized series of courses, and certificates. Semester hours earned become part of the student's academic record and can be applied to a degree as defined by the appropriate policy and program requirements.

The University also offers professional development experiences in the form of certificate options, workshops, and seminars which can be taken on a non-credit or audit basis.

In some cases, courses may have prerequisites which must be met prior to registration.

Undergraduate Non-Degree Admission Process

There is no application deadline. An applicant is encouraged to apply at least two months prior to the start of a session or course to allow ample time to develop a finalized course registration. Each applicant's candidacy is evaluated once all admissions materials have been received.

The undergraduate non-degree admission process requires the applicant to:

- complete the non-degree application online at www.HarrisburgU.edu/Apply or a paper application; and,
- submit his or her 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. For specific score requirements, see TOEFL and IELTS section at the end of this chapter.

If required by a specific certificate or non-degree program, submit official college transcript(s) for any college, university or career/trade schools attended (whether or not academic credit was earned). Some non-degree programs may require evidence of completion of an associate or bachelor degree program. A candidate who has not yet earned at least an associate degree may be asked to take and successfully pass the required placement tests.

Undergraduate Non-Degree Policies

A student may enroll in up to 21 semester hours under the non-degree status when taking individual courses. Beyond 21 semester hours, a student must apply for full degree status. Non-degree admission does not guarantee admission into a degree-seeking program.

A non-degree student must maintain a 2.00 grade point average to continue from semester to semester.

College in High School Program (Dual Enrollment)

A student may enroll in courses at the University to earn college credit while still in high school. This program provides a student the opportunity to be introduced to the college environment, explore majors, and get a head start on a Bachelor of Science degree.

Application Timeline

An application for acceptance into the College in High School (Dual Enrollment) Program is required. There is no application deadline. Application files are reviewed within two weeks of submission. The applicant is encouraged to apply as soon as possible and coordinate the application with the appropriate high school personnel (often the Guidance Office) prior to high school course selection for the appropriate semester.

Administration of the placement examination must be completed prior to acceptance into the dual enrollment program. After the results are reviewed, a determination is made to place the applicant into course offerings suitable to the level of ability as determined by the test result. The applicant may choose one or more of these offerings with the guidance counselor and then complete the registration process.

Dual Enrollment Admission Requirements for a Student from a Sponsoring School District

The Dual Enrollment admission process requires the applicant to:

- complete the application online at www.HarrisburgU.edu/Apply or via a paper application;
- submit an official high school transcript showing a minimum cumulative GPA of 2.75 on a 4.00 scale;
- successfully complete the placement examination administered by the University;
- submit consent forms from high school guidance department and parent or legal guardian; and,

- submit his or her 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. For specific score requirements, see TOEFL and IELTS section at the end of this chapter.

Dual Enrollment Policies for a Student from a Sponsoring School District

Participation in the Dual Enrollment program is contingent on results of the placement test and the availability of the course(s) in which the applicant desires to enroll.

A dual enrollment agreement with the sending school district is required. A dual-enrolled student may enroll in as many courses as the sending district approves; however, only 6 semester hours may be taken at the agreed upon dual-enrolled price. Semester hours greater than 6 will be charged at the prevailing semester hour rate. Under the terms of the formal agreement with the school district, the district must agree to assume the additional semester hour cost when the student enrolls in more than 6 semester hours.

A laptop computer is required for dual enrollment study and the student must also obtain any required textbooks and supplies, if any, prior to the start of the semester.

A Parent Consent Form must be signed by the student and a parent or guardian, which provides various required releases protecting the University's interests.

An applicant desiring to enroll full-time, 12 or more semester hours, must apply under the Early College Program policy.

Dual Enrollment Admission Requirements for a Student Without a Sponsoring School District

The Dual Enrollment admission process requires the applicant to:

- complete the application online at www.HarrisburgU.edu/Apply or a paper application;
- submit an official high school transcript or equivalent showing a minimum cumulative GPA of 2.75 on a 4.00 scale;
- successfully complete the placement examination administered by the University;
- submit consent forms signed by a parent or legal guardian; and,
- 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. For specific score requirements, see TOEFL and IELTS section at the end of this chapter.

Dual Enrollment Policies for a Student Without a Sponsoring School District

Participation in the Dual Enrollment program is contingent on results of the placement test and the availability of the course(s) in which the applicant desires to enroll.

A dual enrollment agreement with the parent or guardian is required. A dual-enrolled student may enroll in as many courses as the parent or guardian approves; however, only 6 semester hours may be billed at the agreed upon reduced dual-enrolled price. Semester hours greater than 6 will be charged at a semester hour rate. Under the terms of the formal agreement, the parent or guardian must agree to assume the additional semester hour cost when the student enrolls in more than 6 semester hours.

A laptop computer is required for dual enrollment study and the student must also obtain any required textbooks and supplies, if any, prior to the start of the semester.

A Parent Consent Form must be signed by the student and a parent or guardian, which provides various required releases protecting the University's interests.

Upon acceptance, a \$150 tuition deposit will be required and must be received prior to enrollment.

An applicant wishing to enroll full-time, 12 or more semester hours, must apply under the Early College Program policy.

Early College Program (ECP)

A high school student who wishes to attend college on a full-time basis prior to receiving a high school diploma must be admitted under the Early College Program policy. To qualify for the Early College Program, the applicant must show strong academic preparation and personal maturity as exhibited by the high school transcript, placement test scores, and a personal interview.

Application Timeline

There is no application deadline. Application files are reviewed within two weeks of completion. The applicant is encouraged to apply as soon as possible and coordinate the application with the appropriate high school personnel, often the guidance counselor.

Early College Program Requirements

The Early College Program admission process requires the applicant to:

- complete the full-time undergraduate application;
- submit an official high school transcript showing a minimum cumulative grade point average of 3.30 on a 4.00 scale;
- successfully complete the placement examination administered by the University.
- submit written approval from the school district or diploma program describing the required plan of study necessary to complete the high school curriculum by the conclusion of the first two semesters of study at the University;
- schedule an interview for admission; and,
- submit a consent form from the high school guidance department endorsed by the parent or legal guardian.

Early College Program Policies

Participation in the Early College Program is contingent upon results of the placement test and the availability of the course(s) in which the applicant plans to enroll.

A student admitted to the Early College Program without a high school diploma is not eligible for Federal and State financial assistance.

Tuition funding for the Early College Program may come from a sponsoring school district. In which case, a dual enrollment contract must be completed with the district. The traditional dual enrollment policies and rates apply.

An independent student who is not from a sponsoring school district will be billed for 6 semester hours at the dual enrollment rate and the prevailing semester hour tuition rate for semester hours in excess of 6.

International Students

An international student planning to study at the University with a student (F-1) visa must satisfy the appropriate admissions requirements and procedures, demonstrate proficiency in the English language, and provide an affidavit of financial support. Academic records should include courses studied, grades earned, diplomas, certificates, and results of comprehensive national examinations. A certified translation of previous education records is required if the records are in a language other than English.

An applicant whose native language is not English must submit his or her scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). See following section for specifics.

Harrisburg University of Science and Technology is approved by the Department of Homeland Security – U.S. Immigration and Customs Enforcement (DHS-USICE) as an eligible institution for the Student and Exchange Visitor Information System (SEVIS).

This approval allows an international student to apply for entry into the United States for study on an F-1 visa only after an “Affidavit of Financial Support” is deemed sufficient by the university and a tuition deposit payment of at least \$1,000 toward the first semester’s tuition has been received. A USICE Form I-20 is then certified and submitted to SEVIS. The SEVIS application fee of \$200 is then paid by the student directly to SEVIS.

Following entry into the United States and arrival at the university, the student will be required to provide a copy of the passport, I-20 Certificate of Eligibility, and the Form I-94 departure record to confirm all identification information in SEVIS.

An international student does not qualify for Federal and State financial aid but may be considered for institutional aid awards or private education loans through participating lenders.

Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS)

An applicant whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

- Information on the TOEFL can be found at www.toefl.org. A minimum score of 80 on the Web-based version, or the equivalent (200 computer, 520 paper), must be earned on the TOEFL.
- Information on the IELTS can be found at www.ielts.org. A minimum score of 6.5 must be earned on the IELTS.

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 obtains the approval of the Office of Student Services 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.

TUITION CHARGES, REFUND POLICIES AND BUSINESS OFFICE POLICIES

All undergraduate tuition, charges and policies listed in this publication are effective as of July 1, 2011 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 Deposit

A non-refundable tuition deposit of \$150 must be paid in advance of final course registration for the initial semester of attendance. A tuition deposit made for Semester I (Fall) is non-refundable after May 1, 2011. A deposit for Semester II (Spring) is non-refundable after November 1, 2011.

Tuition – Semester Schedule

Tuition payment or satisfactory arrangement to pay tuition due is required before the first day of class. Tuition is charged at the per semester hour rate shown below. Full-time tuition charges are for 12 to 17 semester hours. A student who registers for more than 17 semester hours is subject to additional tuition costs at the per-semester hour rate (for example, tuition charged for 18 semester hours will be \$11,250 + \$950 or \$12,200). A student who registers for 11 semester hours or fewer is charged the per semester hour rate multiplied by the number of registered semester hours.

Undergraduate Registration Schedule per Semester

Full-Time Tuition (12 – 17 Semester Hours)	Per Semester Hour Rate (1 - 11 semester hours or 18 or more)
\$11,250	\$950

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

A preregistered student can view account information online and make convenient payments on the Finance page of MyHU using a major credit/debit card or ACH electronic check. Payments may also be made in the Business Office by cash, check, money order, or a major credit/debit card.

Tuition Payment Plans

A monthly, interest-free payment plan is offered to the student and or parent to make four (4) monthly installment payments during the semester. There is an enrollment fee of \$30 per semester for this service. The application form is available online at the Finance page on 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: <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 first day of class. Textbooks may include both hard- and soft-bound books, journals, CDs, or software. Supplies may include a laboratory coat, goggles, gloves or any other required item specified. The estimated cost for textbooks and other supplies per course is \$100.

Prior Learning Assessment Charge

A student who submits an application for prior learning assessment is charged a semester hour amount of \$225.00. This charge is imposed at the time of application. No refund will be made if the application is unsuccessful.

Optional Services Cost

Housing – A student may live in the Residences on Market according to the following rate schedule: Semester I (Fall), 2011-2012 – in a standard double for \$3,035; Semester II (Spring), 2011-2012 - in a standard double for \$3,035.

Parking Charge – A student may park a vehicle on campus according to the following rate schedule: Semester I (Fall), 2011-2012 - \$235; Semester II (Spring), 2011-2012 - \$235.

Fitness U Charge – A student may use the Fitness U facility according to the following rate schedule: Semester I (Fall), 2011-2012 - \$60; Semester II (Spring), 2011-2012 - \$60.

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.

OneCard Replacement Charge - Upon enrollment, a student receives, at no cost, a photo-imprinted OneCard to be used as an identification badge, as a library card, and for building and elevator access. A student is required to wear the OneCard badge when on campus. If a OneCard 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 an option 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 semester hours 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.

Refund Policy for Traditional Semesters

A student who withdraws from the University prior to the end of the third week of the semester may be due a credit for the unearned portion of the tuition charge.

The rate of tuition refund for withdrawal from the University is as follows:

- prior to the first day of a semester 100%
- during the first week 75%
- during the second week 50%
- during the third week 25%
- after the third week 0%

Tuition Refund Policy

Tuition for the semester is considered fully-earned at the end of the third 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 semester hours within the same semester prior to the end of the Add/Drop Period.

If a student reduces the number of courses and/or semester hours during the published Add/Drop Period, a tuition adjustment for that course or semester hour reduction will be made, except the student maintains full-time enrollment status with 12 semester hours or more.

There is no tuition refund when a student withdraws from one or more courses after the Add/Drop Period but remains enrolled in one or more other scheduled courses.

A scholarship payment received from a company or organization is applied to the student's tuition balance. The refund policy does not apply separately to the various types of payments credited to the student's account.

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 (717.901.5163), e-mail (Registrar@HarrisburgU.edu), or in person. It is recommended that a Withdrawal Form be completed or one will be completed for you.

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 semester (week 9) 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 10 of the 15-week semester, 100 percent of the student's financial assistance program awards are considered earned and will be applied to the total amount of institutional charges due for the term.

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

Institutional Financial Assistance Awards, Payments and Refunds

Merit- and need-based financial aid assistance awarded by the University for a semester are earned ratably through week 9 of the 15-week academic term, similar to the federal student assistance program refund calculation described above.

While payments of institutional aid may be credited to the student's account on or after week 4 of a semester, the student must remain enrolled through week 9 of the semester to fully earn the award.

For example, a student with a merit award of \$2,000 who officially withdraws in week 6 of the 15-week semester would only have \$800 of institutional financial aid assistance applied toward tuition due for the term [$\$2,000 \times 6/15 = \800]. The difference of \$1,200 is rescinded and the student is responsible for any remaining tuition balance due.

Refunds for Sub-Terms – Course Charge

Various courses are offered in 7- or 8-week sessions and the student is charged for only the number of credit hours enrolled for a single course. Where applicable, a student who withdraws from the University prior to the first day of the non-standard term may be due a refund of money paid.

The rate of refund for withdrawal from the University is based on the amount charged for registered credit hours and is as follows:

- prior to the first day of a session 100%
- after the first day of class of a session 0%

Refunds for Sub-Terms – Program Charge

Various programs are offered in 7- or 8-week sessions and the student is charged for the total number of credit hours enrolled for the entire program. Where applicable, a student who withdraws from the University prior to the first day of the non-standard term may be due a refund of money paid. Tuition for each session will be earned ratably for the assigned number of credit hours and, should a student withdraw from the program, a refund will be made for all sessions not yet attempted in the program.

The rate of refund for withdrawal from the University is based on the amount charged for the program and is as follows:

- prior to the first day of class of a session 100%
- after the first day of class of a session 0%
- remaining sessions not attempted 100%

STUDENT FINANCIAL AID PROGRAMS & 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, state and institutional award consideration for payment of tuition, housing, 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, housing, or other costs and updates to the financial profile of the student and family.

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 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.

Financial aid awards are based on the enrollment status of the student, defined as:

Full-time	12 or more semester hours
Three-quarter time	9 to 11 semester hours
Half-time	6 to 8 semester hours
Less than half-time	1 to 5 semester hours

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

Aid Sources

Federal Pell Grant - The Federal Pell Grant is awarded based on a federal formula using the information provided on the Free Application for Federal Student Aid (FAFSA). Awards for a full-time student vary from \$555 - \$5,550 for the 2011-2012 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 freshmen, \$4,500 for sophomores, and \$5,500 for juniors 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 freshman and sophomore, and an additional \$7,000 per year as a junior and beyond.

Federal Parent Loan for Undergraduate Students (PLUS) Loan - The PLUS is available for parents of an undergraduate student through the Direct Loan program. A parent may borrow up to the cost of attendance less any other financial aid received. Repayment begins 60 days after this loan is fully disbursed.

Federal Work-Study – An eligible student can seek part-time employment either on-campus or in community service positions off-campus. A student may work up to 20 hours per week during a semester and up to 35 hours per week when classes are not in session.

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 \$4,348 for the 2011-2012 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 and parents 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, may be 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

Institutional Grant and Scholarship Programs – The University offers a variety of merit- and need-based grant assistance programs. First-year student merit awards are determined using the record of high school achievement. An official high school transcript, or equivalent, is required to evaluate an applicant's eligibility for these programs. Renewal provisions apply to certain merit-based awards.

Need-based grants are awarded to a student who has remaining need after receiving available federal and state grant sources of aid and borrow a Direct loan and/or PLUS loan for the academic year. Award amounts are discretionary and may change from year to year. Although a student may meet the criteria for multiple gift aid grant awards, receiving any particular award is not assured.

Several scholarship awards are made through funded programs coordinated by the Office of Financial Aid.

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 attend classes at their own expense until they regain eligibility to receive financial aid. 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.

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 semester hours 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 program consisting of 120 semester hours must be completed successfully within 6 years (i.e., 12 semesters, 150 semester hours) 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:

$$\text{Total Earned Semester Hours} \div \text{Total Attempted Semester Hours} = \text{a percentage (\%)}$$

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 semester hours each semester to complete a full-time 120 semester hour degree program of study within one- and one-half times the normal time frame:

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

Failure to Meet One of the Required Satisfactory Academic Progress Standards

A student who fails to meet either the qualitative or quantitative measure of satisfactory academic progress at the end of a semester is subject to 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 hours from another institution that are accepted toward a program of study are counted as both attempted semester hours and earned semester hours 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.

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

Semester hours for a Withdrawal grade (W) are considered attempted semester hours 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 again as attempted credit hours in the cumulative grade point average calculation. Earned semester hours and quality points for a grade used in the cumulative grade point average calculation for a course repeat are taken from the attempt that earned the highest 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 AFFAIRS

While academic achievement is the primary component of a college education, the student also grows as an individual through participation in out-of-classroom and co-curricular activities. The diversity of the student body is embraced, and the involvement of every student is valued as a means of promoting individual wellness and developing a healthy community. 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 and Welcome Weekend

A first-time student is required to participate in Orientation and Welcome Weekend. Orientation provides the student an opportunity to become familiar with the Academic Center and housing facilities, technology services, academic support services, and local entertainment, food, and transportation options. Most importantly, it provides the opportunity to meet other new students to begin forging relationships with other members of the university community.

Orientation sessions proceed each semester. A new student entering in Semester I (Fall) attends orientation during the summer months. A new student entering in Semester II (Spring) or Semester III (Summer) is required to attend an orientation session the week before the first day of the semester.

Welcome Weekend is a series of events preceding the start of Semester I (Fall). During this time, many students move into housing. The weekend includes meeting faculty, staff and the student's academic advisor, combined with social events and other activities in preparation for classes the following week.

University Housing and Residential Living

First-Year Students – On-campus housing is required for all new, first-time students at the Residence on Market facility for those who meet the following criteria:

- legal home permanent address is over 35 miles from the campus (per Google Maps);
- under the age of 20 by the first day of Semester I (Fall); and,
- graduated from high school within the past 12 months prior to enrollment

Exceptions to the housing requirement will be made if the student is married, is a parent or guardian, or has special medical or health needs. A written request must be submitted to the Office of Student Services to obtain a determination.

Other Students - On-campus housing at the Residences on Market may be offered to other students if first-year student occupancy does not meet capacity. There are a variety of housing options available through local housing partners. These facilities vary from the more traditional college-style apartment setting with shared living space to the more independent, fully furnished high-rise apartment. The majority of these facilities are within a few blocks of the Academic Center. A Housing Coordinator assists students with housing inquiries, visits, and contact with the

respective rental agents.

International House - This facility has several rooms, suites, and apartment-style housing arrangements that include laundry facilities, kitchen areas, private rooms, and group living spaces.

Pennsylvania Place - This apartment complex offers fully furnished and unfurnished 1 and 2 bedroom units in a modern, shared-living environment.

Executive House – This facility offers unfurnished studio units.

The Grayco - This facility offers unfurnished studio units.

Town House - This facility offers fully furnished and unfurnished 1 and 2 bedroom units in a modern, shared-living environment.

Mulberry Station – This facility offers unfurnished 1 and 2 bedroom units in a modern, shared-living environment.

Apartment Rentals – multiple listings, individual or shared arrangements.

Informational brochures for these housing opportunities and other options may be obtained in the Office of Admissions.

Student Activities

Student Activities promote and enhance leadership, involvement, and engagement with the campus community. Students can create, attend, and lead programs or clubs of specific interest with assistance and guidance of the Office of Student Services.

Student Government Association (SGA)

The SGA serves as the liaison to various campus constituent groups and advocates for the student body. The SGA encourages students to be more active in the community, to help maintain a positive image for relationships to grow within the community, and to give direction for programs or clubs to prosper.

Health and Personal Counseling Services

Medical and counseling 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 is listed in the Student Handbook.

Student Concerns and Complaints

The Office of Student Services offers guidance to the student when uncertainty exists about the appropriate process to address a topic, concern, or problem. A request for assistance may be submitted to obtain clarification of a policy or procedure. The request is then reviewed and a recommended course of action is provided in a timely manner.

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 to all students.

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.

Academic Success

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

First-Year Experience - First-time undergraduate students are enrolled in many of the same courses during their first and second semesters. This creates a learning community in which the student develops a bond with other students and faculty. Additionally, the student obtains the necessary foundational skills needed for academic achievement in the program. SEMR 100 Cornerstone is designed to help the student transition to the university setting and to provide resources and guidance on how to responsibly manage all the major components of University life. A peer mentor is assigned to the first-year student to ease the transition through orientation and the first semester.

One-on-One Advising and Counseling - Individual student advising is provided for the student throughout the period of enrollment. This advising is focused on academic success strategies such as time management, study skills, career aptitude, decision making and goal setting. If Student Services staff determine that a student would benefit from personal counseling, referrals are available. A limited number of sessions may be available off-site at no cost to the student. For more information, contact advising@HarrisburgU.edu.

Group Study Sessions - In some courses, when requested by the faculty, a group study session is assigned a student peer leader.

Tutoring Program - A student may request the assistance of a tutor to supplement classroom instruction. 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 where 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. Live, one-on-one sessions with a professional tutor in the subject area for which assistance is needed are available. A student may also submit an essay for review or feedback, in advance of a deadline, and receive a timely response. For more information, contact tutoring@HarrisburgU.edu

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 for student purchase through the services of Validis Resources, which has an affiliated online store at www.gotusedbookstore.com for new and used textbook purchase or rentals. Textbook information is listed on the student's course schedule. Textbooks and other supplies (if specified for a course) must be obtained by the student prior to the first day of class.

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:
 - online databases of full-text articles from newspapers, magazines, and scholarly academic journals;
 - streaming multimedia such as documentaries and feature films;
 - electronic books; and,
 - a self-service library located in the Learning Commons offering printed books, games, newspapers, and periodicals;
- research guidance for a student by phone, chat, e-mail or in person;
- partnership with other regional libraries to provide access to their information sources, free of charge to our students and faculty; and,
- group study rooms; these rooms may be reserved in advance through the University Librarian.

For more information, visit the library's website at <http://library.harrisburgu.edu/home>. 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; the ePortfolio platform is built on MS SharePoint; and many other course-related software programs;
- the Harrisburg University OneCard services, which enables building access, pay-for-print, vending, 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.

Experiential Education

Experiential Education Advising - The student should consult with the faculty advisor and the Office of Experiential Programs for information about the experiential programs. The student should also obtain a recommended sequence of experiences for the program of study selected.

Mentor Program - The peer mentor program begins during the first year of study. The purpose of the mentor program is to successfully transition the student from high school to college and from college to career. First-year students are assigned a peer mentor to aid in successful transition to University life. Peer mentors are returning students who serve as leaders and mentors by guiding a group of new students from Orientation and Welcome Weekend through the first semester by participation in SEMR 100 Cornerstone. Selection of peer mentor candidates is completed during the Spring semester for the following Fall semester.

The student transitions into the business mentor program by participating in a one-day career shadowing experience when enrolled in SEMR 200 Steppingstone. The purpose of student's experience is to replicate the employment search process. The student is responsible for researching and contacting the prospective company or organization, visiting that location, and conducting an informational interview. The business mentor is a successful professional in the local community who guides the student with career-related advice while assisting the student to build a professional network. The goal of this program is to link student learning in the classroom with practical application. The business mentor may or may not be the same individual with whom the student completed the career shadowing experience. The student must apply for participation in this program and obtain the approval of the Office of Experiential Programs. For more information, contact CareerServices@HarrisburgU.edu.

Civic Engagement, Teamwork and Collaboration - A student is expected to demonstrate a commitment to community involvement and an interest in community-oriented activities. SEMR 100 Cornerstone, SEMR 200 Steppingstone, and SEMR 300 Keystone are structured to develop these competencies. The student is encouraged to pursue additional volunteer activities as a way to

improve competencies and gain rewarding experiences that can be listed as accomplishments on a resume.

Career Services

Career advising begins during the first year of study. The student obtains career counseling from the academic advisor and the Office of Experiential Programs, through classroom instruction in the seminar courses, in the business mentor program, and on-site experience during the internship and project process. The following services are offered for enrolled students and alumni: one-on-one career counseling, assessment inventories, career exploration, professional development resources, events and programs, graduate and professional school preparation, mock interviews, resume review, career shadowing and mentoring. All of these efforts are available to encourage the student to begin planning early for eventual entry into the workplace. For more information, contact CareerServices@HarrisburgU.edu.

ACADEMIC POLICIES

Calendar, Credit System and Final Examinations

The University operates on a semester calendar and uses the semester hour credit system. There are three semesters per twelve-month period: Semester I (Fall), Semester II (Spring), and Semester III (Summer). Each semester consists of fifteen scheduled weeks of classes with final examinations occurring during the last scheduled class meeting. Within each semester, there are two subterms as listed on the Academic Calendar.

Enrollment Status

Student enrollment status is defined as either full-time or part-time. The minimum full-time undergraduate student enrollment is 12 semester hours in a semester. Part-time status is any number of credits fewer than 12 semester hours. The standard full-time course load is 12 through 17 semester hours. A course load greater than 17 semester hours constitutes an overload, and requires the approval of the Office of Records and Registration.

Part-time status is sometimes defined further using one of the following terms:

Three-quarter time	fewer than 12 semester hours but greater than or equal to 9 semester hours
Half-time	fewer than 9 semester hours but greater than or equal to 6 semester hours

Registration Process

Course registration is completed for first-time and transfer students by the Office of Records and Registration. If a transfer student considers a course registration change, the student should meet with the faculty advisor before the end of the Add/Drop period. For subsequent semesters, the student registers on-line at MyHU/Academics to indicate course selections. The selections are then reviewed by the student's faculty advisor and finalized when the student and the advisor agree to the selections. The student is encouraged to complete this process during the preregistration period. The start and end dates appear on the Academic Calendar and Registration Instructions which are posted on MyHU/Academics, Moodle, 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

The Add/Drop Period begins on the first day of the semester or subterm and ends after 6 days of classes have occurred (this includes Saturday). A student may make schedule adjustments using an Add/Drop Form available on MyHU, Moodle, or in the Office of Records and Registration to indicate which course is being added and which course is being dropped. The faculty advisor's signature is required for all course changes but is not required for section changes of the same course. No course may be added after the end of this period. If a student withdraws from any course after the conclusion of this period a final grade of "W" will appear on the permanent record. The withdrawal deadlines appear on the Academic Calendar for both semesters and subterms.

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. 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 per semester hour tuition rate applies to audited courses.

Class Attendance

Attendance is a critical part of a student's education. The student is expected to attend class regularly and participate fully in the activities of each course. The instructor is responsible to set forth the attendance requirements in the syllabus.

Attendance will be taken by instructors during the first two weeks of the semester to determine if the student attended at least one class meeting for federal student aid program purposes. Following that period, instructors may or may not regularly take attendance but instructors are encouraged to engage the student with class participation assignments.

If, in the judgment of the instructor, a student is excessively absent from class 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 "W."

Progress toward a Degree

A student is classified based upon the number of semester hours 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".

Freshman	fewer than 30 semester hours earned
Sophomore	greater than or equal to 30 semester hours earned but less than 60
Junior	greater than or equal to 60 semester hours earned but less than 90
Senior	greater than or equal to 90 semester hours earned

A transfer student without a degree is classified on the basis of total semester hours accepted by the University.

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

Catalog in Effect

A new student entering during the 2011-2012 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 Declaration of Program/Catalog Option 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.

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.

Articulation Agreements or Transfer Credit – The maximum number of semester hours 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.

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 an Off-campus Coursework 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 semester hours earned from the course will be posted to the student’s record.

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 semester hours 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 semester hours sought.

A student may not receive more than 6 semester hours related to core courses in the program of study and no more than 18 semester hours based upon prior learning assessment.

Prior learning assessment for an undergraduate student is coordinated through a unique partnership with Thomas Edison State College, located in Trenton, New Jersey, which has decades of experience with and a proven track record of assessment of demonstrable, college-level learning.

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 either Harrisburg University or Thomas Edison State College.

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 is incurred by the student for the number of semester hours sought under prior learning assessment.

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

Credit by Examination – A student is limited to earning no more than 18 semester hours of credit via standardized tests: 1) successful performance on an Advanced Placement (AP) examination; 2) successful performance on a College Level Examination Program (CLEP) examination; or 3) successful performance on a challenge examination created by the Harrisburg University faculty.

Advanced Placement (AP) – a student who participates in the College Entrance Examination Board's program in association with secondary schools may earn college credit for this work by: 1) completing the course offered in the secondary school, 2) sitting for the Advanced Placement examination offered in May of each year, and 3) arranging for an official AP score report from College Entrance Examination Board (CEEB) to be forwarded to the Office of Records and Registration at the University. The required minimum score for each discipline and the University's course equivalencies for which credit may be awarded appear below and on the following pages.

<u>Subject Examinations</u>	<u>Minimum Score</u>	<u>Harrisburg University Course Granted 2011 - 2012 Curriculum</u>	<u>Semester Hours</u>
Art History	3	Art portion of GEND 300 The Cultured Mind	3
Biology	3	BIOL 101 General Biology	4
Biology	5	BIOL 101 General Biology & biology elective	7
Calculus AB	3	MATH 220 Calculus I	3
Calculus BC	3	MATH 260 Calculus II	3

<u>Subject Examinations</u>	<u>Minimum Score</u>	<u>Harrisburg University Course Granted 2011 - 2012 Curriculum</u>	<u>Semester Hours</u>
Chemistry	3	CHEM 150 General Chemistry I	4
Chemistry	5	CHEM 150 & 160 General Chemistry I & II	8
Chinese Language and Culture	4	elective	9
Computer Science A	3	CISC 120 Programming Fundamentals I	4
Computer Science AB	3	CISC 160 Programming Fundamentals II	4
Economics – Macro	3	Macroeconomics portion of GEND 201 The Civic Mind	3
Economics – Micro	3	Microeconomics portion of GEND 351 The Organizational Mind or elective	3
English Language & Composition w/ essay	3	ENGL 105 College Composition	3
English Literature & Composition w/ essay	3	ENGL 105 College Composition	3
Environmental Science	3	ENVS 101 Introduction to Environmental Science	4
French Language	4	elective	9
French Language	5	elective	12
French Literature	3	elective	3
Geography – Human	3	elective	3
German Language	4	elective	9
German Language	5	elective	12
Government & Politics-Comparative	3	Political Science/Policy portion of GEND 201 The Civic Mind or elective	3
Government & Politics-US	3	Political Science/Policy portion of GEND 201 The Civic Mind or elective	3
History – European	3	History portion of GEND 201 The Civic Mind or elective	3
History – US	3	History portion of GEND 201 The Civic Mind and elective	6
History – World	3	History portion of GEND 201 The Civic Mind and elective	6
Italian Language and Culture	4	elective	9
Japanese Language and Culture	4	elective	9
Latin Literature	3	elective	3
Latin: Virgil	3	elective	3
Music Theory	3	elective	3
Physics B	3	PHYS 210 General Physics I	4
Psychology	3	PSYC 101 Introduction to Psychology portion of GEND 101 The Creative Mind	3
Spanish Language	4	elective	9
Spanish Language	5	elective	12
Spanish Literature	3	elective	3
Statistics	3	MATH 280 Introductory Statistics	3
Studio Art	3	elective	3

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.

Off-Campus Study Program

Pennsylvania Nanofabrication Manufacturing Technology Partnership Capstone

Semester – This program is comprised of a 6 course, 18 semester hour, one-semester experience at The Pennsylvania State University's Center for Nanotechnology Education and Utilization on the University Park Campus focusing on nanofabrication manufacturing technology.

Policy - Any science student who is a Pennsylvania resident may choose to participate if the following criteria are met: (1) has earned a minimum of 60 semester hours; (2) has achieved a minimum 2.50 cumulative grade point average; and (3) be in satisfactory financial standing. The student is enrolled at The Pennsylvania State University during the Capstone Semester, so all registration, financial aid awards, and tuition payments must be coordinated with The Pennsylvania State University. If final grades of "C" or higher are earned at Penn State, the academic credit will be posted to the student's academic record at Harrisburg University.

Procedure – The student should express an interest to participate in this program at least one semester in advance of the desired semester of attendance. The application form is available on MyHU>Academics>Forms. The student registers for these courses in Harrisburg University's Office of Records and Registration after a letter of acceptance from The Pennsylvania State University has been received.

Additional information is available in the Office of Records and Registration.

Dual Concentrations

A student may elect to complete a second concentration within the program of study. The student must complete both the primary and secondary concentration requirements. The student may simultaneously use one or more courses to satisfy requirements of both concentrations, but at least four unique courses must be completed toward the second concentration. The student is required to notify the Office of Records and Registration in writing of the intention to complete two concentrations.

Graduation Requirements

To receive a Bachelor of Science degree, a student must satisfy all of the following requirements:

1. At least 120 semester hours must be successfully completed.
2. A 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 an undergraduate certificate program or a baccalaureate degree program.
4. The program required course must be completed with a minimum grade point average of 2.00.
5. A student must earn a minimum of 33 semester hours in residence toward a baccalaureate degree from Harrisburg University of Science and Technology: 9 semester hours must be completed in experiential courses, 18 semester hours must be completed in required program courses, and 6 other semester hours. The maximum number of semester hours 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 must apply for graduation at least two semesters before the anticipated completion date. Each graduating student is expected to attend Commencement.

A candidate that is within one semester of completion of all graduation requirements may participate in Commencement if the student has a reasonable and executable plan to complete all unsatisfied requirements by the conclusion of the subsequent semester.

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
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
WM	Medical withdrawal	Not applicable

Grades of “AU”, “I”, “IP”, “NR”, “P”, “PLA”, “TR”, “TA”, “TA-”, “TB+”, “TB”, “TB-”, “TC+”, “TC”, “W”, “WA” or “WM” 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.

Audit (AU) – The audit grade is assigned by the instructor when the student has properly registered to audit the course and has met all requirements of the University’s course 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. A student with 6 semester hours or more of incomplete work will not be permitted to register for a subsequent semester.

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.

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 when it is necessary for a student to leave the University 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.

Medical Withdrawal (WM) – This grade can be assigned at any time during the semester when a student requests to leave the University for medical reasons and when the normal withdrawal processes are not available to the student. This grade is assigned by the Office of Records and Registration with the approval of the Provost. The student must submit well-documented evidence of the medical condition to be eligible for a medical withdrawal from the University.

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/Fail basis.

Prior Learning Assessment (PLA) – The “PLA” grade is used to indicate credit that has been 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	Sem. Hrs. Attempted	Grade	Numerical Value	Quality Points
Course A	6	C	2.00	12.00
Course B	4	B	3.00	12.00
Course C	3	B+	3.33	9.99
Course D	1	A-	3.67	<u>3.67</u>
Total	14			37.66

$$\text{Total Quality Points} = 37.66/14 = \mathbf{2.69}$$

1. Compute the quality points earned for each course by multiplying the semester hours attempted for the course by the numerical value of the grade earned in the course.
Example: A student registered for a course worth 6 semester hours who earns a final grade of “C” in that course will earn 12 quality points for that course (6 semester hours \times 2.00).
2. Add the quality points earned for each course in which the student is registered in the semester.
3. Add the number of semester hours attempted for all courses in which a grade of “A” through “F” was earned.
4. Divide the total number of quality points earned by the total number of semester hours 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 semester hours and cumulative quality points earned.

Mid-Semester Deficiency Letters

Each instructor notifies the Office of Records and Registration of a student’s poor academic performance in a course by submitting mid-semester deficiencies of “C-”, “D+”, “D”, “F” or “I” at the end of the seventh week of classes, as indicated on the Academic Calendar. The student is notified of the deficiency in writing, with a copy to the student’s academic advisor. A student who receives a mid-semester deficiency letter is encouraged to consult with the instructor and academic advisor and seek assistance offered from the Office of 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 submitting grades. This office posts the grades to the student’s permanent record and releases a grade report to the student.

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 on one of the following grounds:

1. 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.
2. 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.
3. 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 tenth (10th) business day following the end of a semester or other term as specified in the Academic Calendar.

The student is then asked to meet with the course instructor to discuss the appeal request and present an evidence-based argument supporting their request. The instructor must sign the form to either change the final grade or reaffirm the original grade assigned. 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. 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, and one faculty member will review the appeal and make a recommendation to the Office of the Provost within five (5) days of receipt. The Provost's decision is final and is not subject to further appeal. The instructor will then receive a final determination letter to change the grade or reaffirm the original grade assigned, with a copy to the student. 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 routinely sent to the student's parents or guardians. The parent or guardian of a student under 18 years of age may obtain grades by writing to the Office of the Records and Registration requesting a FERPA Release Form for the student to complete, sign,

and submit. The grades of a student over 18 years of age will be sent to the parents only with the written consent of the student.

Repeated Courses

A student may repeat courses in which they have received a grade of C- or below. The original grade will remain on the student's transcript as part of the permanent academic record. Once a course is repeated, the most recent grade will be used in the calculation of the student's cumulative grade point average. A course may only be attempted twice for credit.

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 semester hours 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 letter 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 letter 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.

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 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 and documented in the student's file.

Deferred Examination Policy

This section applies to all examinations, including mid-term and take-home examinations, whether or not administered during the final examination period.

No Right to Defer

No student has a right to defer an examination. A student who fails to take an examination when scheduled will receive a failing grade of "F" on the examination unless the examination has been deferred according to the procedure outlined in this policy.

Policy on Deferral of Examinations

Examinations will be deferred only for "good cause." "Good cause" will be determined by the Office of Student Services in conjunction with the instructor of that course. The decision by the Office of Student Services is final. In the event of a lack of consensus between the Office and instructor, a decision will be made by the Provost. Examples of "good cause" include:

- serious personal injury or illness with appropriate documentation;
- serious injury, illness or death in the immediate family that can be documented; or,
- other extenuating mitigating circumstances beyond the student's control.

Procedure for Requesting Deferred Examination

If a student desires to request deferral of an examination, the student shall file a timely request with the Office of Student Services and the instructor requesting deferral of the examination. Each student requesting deferral of an examination must provide evidence of the event or situation which the student believes is justification for the deferral request.

Emergency Deferral of Examination

If a student is unable to take an examination for good cause (as defined previously) that arises within 24 hours immediately prior to the exam time, the student may appear in person or telephone the Office of Student Services to obtain permission to defer an examination. The student must make the request in person (room 1328) or by telephone (901-5139).

If a student cannot appear in person or by telephone, the student may miss the examination and apply for a deferral after the examination date. Such application for deferral must be made within 24 hours of the administration of the exam for which the student seeks the deferral, and in no event later than the last day of the exam period for that semester.

Timing of Make-up Examination

The deferred examination will be taken at a time determined by the instructor, in conjunction with the Office of Student Services. The make-up examination must be completed no more than five (5) business days after the original test date.

Illness During an Examination

If a student becomes ill during an examination and is unable to continue, the student shall notify the proctor and leave all examination materials with the proctor. The student shall seek medical attention immediately and obtain medical documentation describing the illness that prevented the student from completing the examination. The student will be permitted to complete the exam at a time determined by the instructor, no more than five (5) business days after the original test date.

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 (717.901.5163), e-mail (Registrar@HarrisburgU.edu), or in person. It is recommended that a Withdrawal Form be completed or one will be completed for you.

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 Student Services 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.

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.

ACADEMIC PROGRAMS

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 experiences for the 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.

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 semester hours covered by the structural elements adds up to the total of 120 semester hours needed for graduation. Each structural element has specific semester hour and course requirements associated with it. Generally, the breakdown of semester hours by structural element is 18 semester hours in Foundation courses, 30 semester hours in General Education courses, 40 – 50 semester hours in Program Requirement courses, 13 semester hours in Experiential courses, and 9 – 19 semester hours 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 semester hours of mathematics including the following topics: college algebra, statistics, and calculus, discrete mathematics, or finite mathematics. Additionally, every student must complete 9 semester hours of communication including the following topics: composition, speech, and advanced composition and technical writing.

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 learning at the University – extends the more traditional “learn-to-know” model by combining a “learn-how-to-learn” model with a “learn-for-action” model.

The Mind courses are 6 semester hour, cross-disciplinary, applied courses team-taught by faculty of different disciplines. The student is required to take at least 30 semester hours of general education, 24 of which must be the Mind courses.

- GEND 101: The Creative Mind
- GEND 111: The Scientific Mind
- GEND 201: The Civic Mind
- GEND 351: The Organizational Mind

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

Experiential Learning

The student will complete 13 semester hours of experiential learning. The University is committed to preparing students for careers 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 seminar courses. 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.

Seminar Courses - The seminar courses integrate the student’s curricular, experiential, and co-curricular activities. These courses provide the student with the support and skill development needed to find and complete an internship, effectively communicate research or workplace results, write a project proposal, and to progress and achieve the University competencies. Additionally, seminars facilitate the creation of the student’s ePortfolio and emphasize civic engagement, career planning, and professional ethics. The student is required to enroll in one seminar course each academic year. The final experiential component is SEMR 400 Capstone; this is normally completed during the student’s last semester. This seminar is designed to facilitate the student’s transition into the job market with the completion of an ePortfolio that includes evidence of experiential and competency-based learning.

Projects – Each project challenges 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 scientific-based research or laboratory experiences, needs analyses or development plans for external organizations, the development of software applications, or 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 faculty.

Internships - 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 semester, 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 is able to enhance post-graduation career prospects by integrating this external experience into the academic program.

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; 2) for study beyond the minimum requirements in the program discipline; or 3) to independently pursue an area of interest under the supervision of a faculty member. The number of elective semester hours required for graduation is specified by each program.

Outline of Baccalaureate Degree Program

The curriculum requires a minimum of 120 earned semester hours 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 semester hours

Mathematics (9 semester hours) – MATH 120 College Algebra I, MATH 280 Introductory Statistics and MATH 220 Calculus I (MATH 210 Discrete Mathematics for the CISC and GSTC program student)

English and Communication (9 semester hours) – 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 semester hours

All of the following courses - 24 semester hours:

GEND 101 The Creative Mind (6)
Introduction to Psychology
Sociology
Literature

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

GEND 111 The Scientific Mind (6)
Natural Sciences
Philosophy of Science

GEND 351 The Organizational Mind (6)
Organizational Theory
Microeconomics

Six (6) semester hours chosen from the following:

GEND 150 The Learned Mind (6)
Philosophy
Literature

GEND 225 Cinema Studies (2)

GEND 251 The Political Mind (6)
International Governing
Institutions
Global Health, Energy, Poverty,
and Security

GEND 275 Gender and Society (3)

GEND 400 Entrepreneurial Mind (3)

GEND 425 Globalization (3)

GEND 300 The Cultured Mind (6)
World Cultures
Art

GEND 450 The Healthy Mind and
Body (3)

GEND 465 Professional Ethics (3)

Outline of Baccalaureate Degree Program (continued)***Experiential Courses*****13 semester hours**

BTEC, CISC, MEBA, GSTC, or INSC (according to program of study) 298 Project I (3)
BTEC, CISC, MEBA, GSTC, or INSC (according to program of study) 365 Internship (3)
BTEC, CISC, MEBA, GSTC, or INSC (according to program of study) 498 Project II (3)
SEMR 100 Cornerstone (1)
SEMR 200 Steppingstone (1)
SEMR 300 Keystone (1)
SEMR 400 Capstone (1)

Electives**9 - 19 semester hours*****Program Requirements*****40 – 50 semester hours*****Bachelor of Science degree*****total of 120 semester hours**

ACADEMIC PROGRAMS

Bachelor of Science in Biotechnology Program (BTEC)

Biotechnology is a multi-disciplinary program that incorporates the foundations of biology, microbiology, genetics, molecular biology, and chemistry. Biotechnology focuses on the manipulation of living organisms, their products, and their processes to further knowledge, improve quality of life and engineer new tools and applications. Biotechnology is applied to a broad range of industries including the pharmaceutical, chemical, agricultural, food development and manufacturing, to name but a few. Biotechnology has impacted significantly in the fields of medicine, health, environment and new technology and will continue to do so far into the future.

Biotechnology Requirements – This program requires a total of 48 to 55 semester hours: 1) 23-27 semester hours from Core courses and 2) 25-28 semester hours completed in one of the following concentrations: Food Safety and Quality Assurance, General Biotechnology, Nanobiotechnology, Nanobiotechnology and Nanofabrication, and Pharmaceutical Design. The semester hour value of each course appears in parentheses ().

Food Safety and Quality Assurance Concentration – 48 semester hours

Complete all of the following Biotechnology Core courses – 23 semester hours:

BIOL 101	General Biology	(4)
BIOL 280	Cell Biology	(4)
BTEC 170	Introduction to Biotechnology	(3)
CHEM 150	General Chemistry I	(4)
CHEM 160	General Chemistry II	(4)
CHEM 210	Organic Chemistry I	(4)

Complete all of the following courses – 19 semester hours:

BIOL 330	Microbiology	(4)
BIOL 370	Molecular Biology	(4)
BTEC 350	Biotechnology Techniques	(4)
BTEC 361	Food Biotechnology	(1)
BTEC 362	General Biotechnology	(1)
BTEC 363	Nanobiotechnology	(1)
BTEC 371	Food Science and Technology	(4)

Complete 6 semester hours from the following:

BTEC 210	Food and Nutrition	(3)
BTEC 370	Genetically Modified Foods	(3)
BTEC 420	Food Safety and Quality Assurance	(3)
INSC 410	Epidemiology	(3)

Recommended Sequence for the Full-time Student Completing the Food Safety and Quality Assurance Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition (3) or ENGL 106 Academic Writing and Critical Thinking (3) GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1) Total semester hours = 13	BIOL 101 General Biology (4) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3) COMM 110 Speech (3) Total semester hours = 16	<i>optional</i>

SOPHOMORE

Semester I	Semester II	Semester III
BIOL 280 Cell Biology (4) BTEC 170 Introduction to Biotechnology (3) CHEM 150 General Chemistry I (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1) Total semester hours = 15	CHEM 160 General Chemistry II (4) ENGL 200 Advanced Composition and Technical Writing (3) GEND 201 The Civic Mind (6) Food Safety and Quality Assurance concentration electives (3) Total semester hours = 16	<i>optional</i>

JUNIOR

Semester I	Semester II	Semester III
BIOL 370 Molecular Biology (4) BTEC 350 Biotechnology Techniques (4) BTEC 298 Project I (3) CHEM 210 Organic Chemistry I (4) SEMR 300 Keystone (1) Total semester hours = 16	BIOL 330 Microbiology (4) BTEC 365 Internship (3) BTEC 371 Food Science and Technology (4) Electives (4) Total semester hours = 15	<i>optional</i>

SENIOR

Semester I	Semester II	Semester III
BTEC 498 Project II (3) GEND 351 The Organizational Mind (6) Electives (7) Total semester hours = 16	BTEC 361 Food Biotechnology Seminar (1) BTEC 362 General Biotechnology Seminar (1) BTEC 363 Nanobiotechnology Seminar (1) GEND electives (6) SEMR 400 Capstone (1) Food Safety and Quality Assurance concentration electives (3) Total semester hours = 13	<i>optional</i>

General Biotechnology Concentration – 50 semester hours

Complete all of the following Biotechnology Core courses – 23 semester hours:

BIOL 101	General Biology	(4)
BIOL 280	Cell Biology	(4)
BTEC 170	Introduction to Biotechnology	(3)
CHEM 150	General Chemistry I	(4)
CHEM 160	General Chemistry II	(4)
CHEM 210	Organic Chemistry I	(4)

Complete all of the following courses – 20 semester hours:

BIOL 330	Microbiology	(4)
BIOL 340	Introduction to Biochemistry	(4)
BIOL 370	Molecular Biology	(4)
BTEC 350	Biotechnology Techniques	(4)
BTEC 351	Biotechnology Applications	(4)

Complete 7 semester hours from the following:

BIOL 125	Introduction to Forensic Science	(3)
BIOL 210	Introduction to Bioinformatics	(4)
BIOL 211	Introduction to Pharmacology	(3)
BIOL 214	Anatomy and Physiology I	(4)
BIOL 215	Anatomy and Physiology II	(4)
BIOL 220	Drug Design and Development	(3)
BIOL 320	Genetics	(3)
BIOL 335	Computer-Aided Drug Design	(4)
BIOL 375	Immunology	(4)
BTEC 100	Nanobiotechnology Explorations	(2)
BTEC 210	Food and Nutrition	(3)
BTEC 220	Applied Nanobiotechnology	(4)
BTEC 222	Emerging Laboratory Techniques	(4)
BTEC 361	Food Biotechnology Seminar	(1)
BTEC 362	General Biotechnology Seminar	(1)
BTEC 363	Nanobiotechnology Seminar	(1)
BTEC 370	Genetically Modified Foods	(3)
BTEC 371	Food Science and Technology	(4)
BTEC 420	Food Safety and Quality Assurance	(3)
PHYS 210	General Physics I	(4)

Recommended Sequence for the Full-time Student Completing the General Biotechnology Concentration

– The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or ENGL 106 Academic Writing and Critical Thinking GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1) Total semester hours = 13	BIOL 101 General Biology (4) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3) COMM 110 Speech (3) Total semester hours = 16	<i>optional</i>

SOPHOMORE

Semester I	Semester II	Semester III
BIOL 280 Cell Biology (4) BTEC 170 Introduction to Biotechnology (3) CHEM 150 General Chemistry I (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1) Total semester hours = 15	CHEM 160 General Chemistry II (4) ENGL 200 Advanced Composition and Technical Writing (3) GEND 201 The Civic Mind (6) BTEC Concentration electives (3) Total semester hours = 16	<i>optional</i>

JUNIOR

Semester I	Semester II	Semester III
BIOL 370 Molecular Biology (4) BTEC 350 Biotechnology Techniques (4) BTEC 298 Project I (3) CHEM 210 Organic Chemistry I (4) SEMR 300 Keystone (1) Total semester hours = 16	BIOL 330 Microbiology (4) BTEC 365 Internship (3) BTEC 351 Biotechnology Applications (4) Electives (4) Total semester hours = 15	<i>optional</i>

SENIOR

Semester I	Semester II	Semester III
BIOL 340 Introduction to Biochemistry (4) BTEC 498 Project II (3) GEND 351 The Organizational Mind (6) Total semester hours = 13	SEMR 400 Capstone (1) BTEC Concentration electives (4) GEND electives (6) Electives (5) Total semester hours = 16	<i>optional</i>

Nanobiotechnology Concentration – 52 semester hours

Complete all of the following Biotechnology Core courses – 23 semester hours:

BIOL 101	General Biology	(4)
BIOL 280	Cell Biology	(4)
BTEC 170	Introduction to Biotechnology	(3)
CHEM 150	General Chemistry I	(4)
CHEM 160	General Chemistry II	(4)
CHEM 210	Organic Chemistry I	(4)

Complete all of the following courses – 25 semester hours:

BIOL 340	Introduction to Biochemistry	(4)
BTEC 100	Nanobiotechnology Explorations	(2)
BTEC 220	Applied Nanobiotechnology	(4)
BTEC 350	Biotechnology Techniques	(4)
BTEC 361	Food Biotechnology	(1)
BTEC 362	General Biotechnology	(1)
BTEC 363	Nanobiotechnology	(1)
BTEC 401	Biosensor Technology	(4)
PHYS 215	Principles of Physics for Nanobiotechnology	(4)

Complete one of the following courses – 4 semester hours:

BIOL 370	Molecular Biology	(4)
or		
BTEC 351	Biotechnology Applications	(4)

Recommended Sequence for the Full-time Student Completing the Nanobiotechnology Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or ENGL 106 Academic Writing and Critical Thinking (3) GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1) Total semester hours = 13	BIOL 101 General Biology (4) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3) COMM 110 Speech (3) Total semester hours = 16	BTEC 100 Nanobiotechnology Explorations (2) Total semester hours = 2

SOPHOMORE

Semester I	Semester II	Semester III
BIOL 280 Cell Biology (4) BTEC 170 Introduction to Biotechnology (3) CHEM 150 General Chemistry I (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1) Total semester hours = 15	BTEC 298 Project I (3) CHEM 160 General Chemistry II (4) ENGL 200 Advanced Composition and Technical Writing (3) GEND 201 The Civic Mind (6) Total semester hours = 16	<i>optional</i>

JUNIOR

Semester I	Semester II	Semester III
BTEC 350 Biotechnology Techniques (4) BTEC 401 Biosensor Technology (4) CHEM 210 Organic Chemistry I (4) PHYS 215 Principles of Physics for Nanobiotechnology (4) Total semester hours = 16	BTEC 220 Applied Nanobiotechnology (4) BTEC 365 Internship (3) GEND electives (6) SEMR 300 Keystone (1) Total semester hours = 14	<i>optional</i>

SENIOR

Semester I	Semester II	Semester III
BIOL 340 Introduction to Biochemistry (4) BTEC 498 Project II (3) GEND 351 The Organizational Mind (6) Electives (3) Total semester hours = 16	BTEC 361 Food Biotechnology Seminar (1) BTEC 362 General Biotechnology Seminar (1) BTEC 363 Nanobiotechnology Seminar (1) SEMR 400 Capstone Nanobiotechnology Concentration electives (4) Electives (4) Total semester hours = 12	<i>optional</i>

Nanobiotechnology and NanoFabrication Concentration – 55 semester hours

Complete all of the following Biotechnology Core courses – 23 semester hours:

BIOL 101	General Biology	(4)
BIOL 280	Cell Biology	(4)
BTEC 170	Introduction to Biotechnology	(3)
CHEM 150	General Chemistry I	(4)
CHEM 160	General Chemistry II	(4)
CHEM 210	Organic Chemistry I	(4)

Complete all of the following courses – 14 semester hours:

BIOL 340	Introduction to Biochemistry	(4)
BTEC 100	Nanobiotechnology Explorations	(2)
BTEC 350	Biotechnology Techniques	(4)
PHYS 215	Principles of Physics for Nanobiotechnology	(4)

Complete all of the 18 semester hours at the University Park Campus of
The Pennsylvania State University:

NANO 211	Materials, Safety and Equipment Overview for Nanotechnology	(3)
NANO 212	Basic Nanotechnology	(3)
NANO 213	Materials in Nanotechnology	(3)
NANO 214	Lithography for Nanofabrication	(3)
NANO 215	Materials Modification in Nanofabrication	(3)
NANO 216	Characterization, Testing of Nanofabricated Structures and Materials	(3)

Recommended Sequence for the Full-time Student Completing the Nanobiotechnology and NanoFabrication Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or ENGL 106 Academic Writing and Critical Thinking GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	BIOL 101 General Biology (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	BTEC 100 Nanobiotechnology Explorations (2)
Total semester hours = 13	Total semester hours = 16	Total semester hours = 2

SOPHOMORE

Semester I	Semester II	Semester III
BIOL 280 Cell Biology (4) BTEC 170 Introduction to Biotechnology (3) CHEM 150 General Chemistry I (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1)	BTEC 365 Internship (3) CHEM 160 General Chemistry II (4) ENGL 200 Advanced Composition and Technical Writing (3) GEND 201 The Civic Mind (6)	<i>optional</i>
Total semester hours = 15	Total semester hours = 16	

JUNIOR

Semester I	Semester II	Semester III
BTEC 350 Biotechnology Techniques (4)	NANO 211 Materials, Safety, and Equipment Overview of Nano-biotechnology (3)	<i>optional</i>
CHEM 210 Organic Chemistry I (4)	NANO 212 Basic Nanotechnology Processes (3)	
PHYS 215 Principles of Physics for Nanobiotechnology (4)	NANO 213 Materials in Nano-technology (3)	
SEMR 300 Keystone (1)	NANO 214 Lithography for Nanofabrication (3)	
	NANO 215 Materials Modification in Nanofabrication (3)	
	NANO 216 Characterization, Testing of Nanofabricated Structures and Materials (3)	
Total semester hours = 13	Total semester hours = 18	

SENIOR

Semester I	Semester II	Semester III
BIOL 340 Introduction to Biochemistry (4)	SEMR 400 Capstone (1)	<i>optional</i>
BTEC 498 Project II (3)	GEND electives (6)	
GEND 351 The Organizational Mind (6)	Electives (7)	
Total semester hours = 13	Total semester hours = 14	

Note: The student completing the BTEC – Nanobiotechnology and NanoFabrication concentration may substitute successful completion of NANO 216 for Project I.

Pharmaceutical Design Concentration – 50 semester hours

Complete all of the following Biotechnology Core courses – 23 semester hours:

BIOL 101	General Biology	(4)
BIOL 280	Cell Biology	(4)
BTEC 170	Introduction to Biotechnology	(3)
CHEM 150	General Chemistry I	(4)
CHEM 160	General Chemistry II	(4)
CHEM 210	Organic Chemistry I	(4)

Complete all of the following courses – 22 semester hours:

BIOL 210	Introduction to Bioinformatics	(4)
BIOL 211	Introduction to Pharmacology	(3)
BIOL 220	Drug Design and Development	(3)
BIOL 335	Computer-Aided Drug Design	(4)
BIOL 340	Introduction to Biochemistry	(4)
BTEC 351	Biotechnology Applications	(4)

Complete 5 semester hours from the following:

BIOL 125	Forensic Science	(3)
BIOL 214	Anatomy and Physiology I	(4)
BIOL 215	Anatomy and Physiology II	(4)
BIOL 320	Genetics	(3)
BIOL 330	Microbiology	(4)
BIOL 370	Molecular Biology	(4)
BIOL 375	Immunology	(4)
BTEC 100	Nanobiotechnology Explorations	(2)
BTEC 220	Applied Nanobiotechnology	(4)
BTEC 222	Emerging Laboratory Techniques	(4)
BTEC 350	Biotechnology Techniques	(4)
BTEC 361	Food Biotechnology Seminar	(1)
BTEC 362	General Biotechnology Seminar	(1)
BTEC 363	Nanobiotechnology Seminar	(1)
BTEC 370	Genetically Modified Foods	(3)
BTEC 420	Food Safety and Quality Assurance	(3)
CHEM 220	Organic Chemistry II	(4)
PHYS 210	General Physics I	(4)

Recommended Sequence for the Full-time Student Completing the Pharmaceutical Design Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition (3) or ENGL 106 Academic Writing and Critical Thinking (3) GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	BIOL 101 General Biology (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 16	

SOPHOMORE

Semester I	Semester II	Semester III
BIOL 280 Cell Biology (4) BTEC 170 Introduction to Biotechnology (3) CHEM 150 General Chemistry I (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1)	BIOL 210 Introduction to Bioinformatics (4) CHEM 160 General Chemistry II (4) ENGL 200 Advanced Composition and Technical Writing (3) Electives (2-3)	<i>optional</i>
Total semester hours = 15	Total semester hours = 13-14	

JUNIOR

Semester I	Semester II	Semester III
BIOL 211 Introduction to Pharmacology (3) BTEC 298 Project I (3) CHEM 210 Organic Chemistry I (4) SEMR 300 Keystone (1) Electives (3-4)	BIOL 220 Drug Design and Development (3) BTEC 365 Internship (3) GEND electives (6) Pharmaceutical Design Concentration electives (3-4)	<i>optional</i>
Total semester hours = 14-15	Total semester hours = 15-16	

SENIOR

Semester I	Semester II	Semester III
BIOL 340 Introduction to Biochemistry (4) BTEC 498 Project II (3) GEND 351 The Organizational Mind (6) Electives (3)	BIOL 335 Computer-Aided Drug Design (4) BTEC 351 Biotechnology Applications (4) SEMR 400 Capstone (1) GEND 201 The Civic Mind (6) Pharmaceutical Design Concentration electives (1-2)	<i>optional</i>
Total semester hours = 16	Total semester hours = 16-17	

Bachelor of Science in Computer and Information Sciences Program (CISC)

The Computer and Information Sciences Program is a comprehensive study of the latest concepts and techniques in computer programming, database security management, and network security, combined with offerings in graphics and visual computing, encryption, networking and security technologies. Additionally, the student enrolled in this program will gain experience with innovative information technologies and options including information technology project management, computer forensics, and new media design.

Computer and Information Science Requirements – This program requires a total of 47 semester hours: 1) 20 semester hours from the core courses listed below and 2) 27 semester hours completed in one of the following concentrations: Computer and Information Security, New Media Design and Production, or Software Engineering and Analysis. The semester hour value of each course appears in parentheses ().

Complete all of the following Core courses - 20 semester hours:

CISC 120	Programming Fundamentals I	(4)
CISC 210	Communication Networks	(4)
CISC 230	Computer and Network Security	(4)
CISC 240	Operating Systems	(4)
CISC Elective	any CISC course not required by the selected concentration	(4)

The student must also complete at least 27 semester hours in one of the following concentrations.

Computer and Information Security Concentration

CISC 280	Encryption Technologies	(4)
CISC 320	Computer Forensics	(4)
CISC 350	Database Security Management	(4)
CISC 370	Ethical Hacking	(4)
CISC 440	Wireless Security Management	(4)
CISC 450	Risk Management and Security Analysis	(4)
MATH 310	Discrete Mathematics II	(3)

New Media Design and Production Concentration

CISC 250	Video Production I	(2)
CISC 290	Introduction to New Media Design	(4)
CISC 300	Web Technologies	(4)
CISC 310	New Media Design	(4)
CISC 385	Game Design	(4)
CISC 420	New Media Production	(4)
COMM 225	Cinema Studies	(2)
MEBA 310	eCommerce & mCommerce	(3)

Software Engineering and System Analysis Concentration

CISC 160	Programming Fundamentals II	(4)
CISC 260	Programming Techniques	(4)
CISC 340	Intellectual Systems and Artificial Intelligence	(4)
CISC 410	Information Technology Project Management	(4)
CISC 430	Software Engineering	(4)
CISC 460	Information Management and Database Design	(4)
MATH 310	Discrete Mathematics II	(3)

Recommended Sequence for the Full-time Student Completing the Computer and Information Security Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or (3) ENGL 106 Academic Writing and Critical Thinking GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	CISC 120 Programming Fundamentals I (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 16	

SOPHOMORE

Semester I	Semester II	Semester III
CISC 210 Communications Networks (4) GEND 351 The Organizational Mind (6) MATH 210 Discrete Mathematics I (3) SEMR 200 Steppingstone (1)	CISC 230 Computer and Network Security (4) GEND 201 The Civic Mind (6) MATH 310 Discrete Mathematics II (3) Electives (3)	CISC 298 Project I (3) <i>(or Semester I of Junior Year)</i>
Total semester hours = 14	Total semester hours = 16	Total semester hours = 3

JUNIOR

Semester I	Semester II	Semester III
CISC 240 Operating Systems (4) CISC 350 Database Security Management (4) ENGL 200 Advanced Composition and Technical Writing (3) SEMR 300 Keystone (1)	CISC 280 Encryption Technologies (4) CISC 320 Computer Forensics (4) Electives (4)	CISC 365 Internship (3) <i>(or Semester II of Junior Year)</i>
Total semester hours = 12	Total semester hours = 12	Total semester hours = 3

SENIOR

Semester I	Semester II	Semester III
CISC 370 Ethical Hacking (4) CISC 440 Wireless Security Management (4) CISC 498 Project II (3) Electives (5)	CISC 450 Risk Management and Security Analysis (4) CISC Elective (4) GEND electives (6) SEMR 400 Capstone (1)	<i>optional</i>
Total semester hours = 16	Total Semester hours = 15	

Recommended Sequence for the Full-time Student Completing the New Media Design and Production Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or (3) ENGL 106 Academic Writing and Critical Thinking (3) GENE 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	CISC 120 Programming Fundamentals I (4) COMM 110 Speech (3) GENE 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 16	

SOPHOMORE

Semester I	Semester II	Semester III
CISC 210 Communications Networks (4) COMM 225 Cinema Studies (2) MATH 210 Discrete Mathematics I (3) GENE 351 The Organizational Mind (6) SEMR 200 Steppingstone (1)	CISC 230 Computer and Network Security (4) ENGL 200 Advanced Composition and Technical Writing (3) GENE 201 The Civic Mind (6) Electives (3)	<i>optional</i>
Total semester hours = 16	Total semester hours = 16	

JUNIOR

Semester I	Semester II	Semester III
CISC 240 Operating Systems (4) CISC Elective (4) MEBA 310 eCommerce & mCommerce (3) SEMR 300 Keystone (1)	CISC 250 Video Production I (2) CISC 290 Introduction to New Media Design (4) CISC 298 Project I (3) CISC 300 Web Technologies (4)	CISC 365 Internship (3) <i>(or Semester II of Junior Year)</i>
Total semester hours = 12	Total semester hours = 13	Total semester hours = 3

SENIOR

Semester I	Semester II	Semester III
CISC 310 New Media Design (4) CISC 385 Game Design (4) CISC 498 Project II (3) Electives (5)	CISC 420 New Media Production (4) GENE electives (6) Electives (4) SEMR 400 Capstone (1)	<i>optional</i>
Total semester hours = 16	Total semester hours = 15	

Recommended Sequence for the Full-time Student Completing the Software Engineering and System Analysis Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or (3) ENGL 106 Academic Writing and Critical Thinking GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1) Total semester hours = 13	CISC 120 Programming Fundamentals I (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3) Total semester hours = 16	<i>optional</i>

SOPHOMORE

Semester I	Semester II	Semester III
CISC 160 Programming Fundamentals II (4) GEND 351 The Organizational Mind (6) MATH 210 Discrete Mathematics I (3) SEMR 200 Steppingstone (1) Total semester hours = 14	CISC 260 Programming Techniques (4) GEND 201 The Civic Mind (6) MATH 310 Discrete Mathematics II (3) Electives (3) Total semester hours = 16	CISC 298 Project I (3) <i>(or Semester I of Junior Year)</i> Total semester hours = 3

JUNIOR

Semester I	Semester II	Semester III
CISC 210 Communications Networks (4) CISC 340 Intellectual Systems and Artificial Intelligence (4) ENGL 200 Advanced Composition and Technical Writing (3) SEMR 300 Keystone (1) Total semester hours = 12	CISC 230 Computer and Network Security (4) CISC 460 Information Management and Database Design (4) Electives (4) Total semester hours = 12	CISC 365 Internship (3) <i>(or Semester II of Junior Year)</i> Total semester hours = 3

SENIOR

Semester I	Semester II	Semester III
CISC 240 Operating Systems (4) CISC 430 Software Engineering (4) CISC 498 Project II (3) Electives (5) Total semester hours = 16	CISC Elective (4) CISC 410 Information Technology Project Management (4) GEND electives (6) SEMR 400 Capstone (1) Total semester hours = 15	<i>optional</i>

Bachelor of Science in Geospatial Technology Program (GSTC)

The Geospatial Technology program prepares the student with a cross-disciplinary education that promotes the development of computer science and geospatial technology competencies through conceptual, experiential and technology-based learning. The student will utilize leading-edge software and hardware tools to current and industry-driven geospatial needs. The student will develop the blended set of geospatial technology, application development and spatial database capabilities that are in highest demand. The program addresses not only the hardware and software tools, but also application development and database skills. Industry partnerships for corporate faculty, substantive internships, and project-based use of resources are a core component of this program and a leading factor in preparing graduates for seamless integration into the workforce.

Geospatial Technology Requirements (42 semester hours)

Complete all of the following courses – 42 semester hours:

GSTC 130	Applied Geography	(4)
GCTS 140	Introduction to GIS	(3)
GCTS 210	Cartography	(3)
GCTS 220	Applied Geospatial Technology	(4)
GCTS 240	GIS/GSI Policy	(4)
GCTS 340	Advanced Spatial Analysis	(4)
GCTS 370	Spatial Software and Database Development	(4)
GCTS 460	Satellite Remote Sensing	(4)
CISC 120	Programming Fundamentals I	(4)
CISC 160	Programming Fundamentals II	(4)
CISC 230	Computer and Network Security	(4)

Recommended Sequence for the Full-time Student Completing the Geospatial Technology Program – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or ENGL 106 Academic Writing and Critical Thinking GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	GSTC 140 Intro to GIS (3) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 15	

SOPHOMORE

Semester I	Semester II	Semester III
GSTC 130 Applied Geography (4) GSTC 220 Applied Geospatial Technology (4) SEMR 200 Steppingstone (1) GEND 351 The Organizational Mind (6)	GSTC 210 Cartography (3) GSTC 240 GIS Policy (4) CISC 120 Programming Fundamentals I (4) ENGL 200 Advanced Composition and Technical Writing (3)	<i>optional</i>
Total semester hours = 15	Total semester hours = 14	

JUNIOR

Semester I	Semester II	Semester III
GSTC 298 Project I (3) GSTC 460 Satellite Remote Sensing (4) CISC 160 Programming Fundamentals II (4) MATH 210 Discrete Mathematics I (3) SEMR 300 Keystone (1)	GSTC 365 Internship (3) GSTC 340 Advanced Spatial Analysis (4) CISC 230 Computer and Network Security (4) Electives (5)	<i>optional</i>
Total semester hours = 15	Total semester hours = 16	

SENIOR

Semester I	Semester II	Semester III
GSTC 370 Spatial Software and Database Development (4) GSTC 498 Project II (3) GEND electives (6) Electives (3)	GEND 201 The Civic Mind (6) SEMR 400 Capstone (1) Electives (9)	<i>optional</i>
Total semester hours = 16	Total semester hours = 16	

Bachelor of Science in Integrative Sciences Program (INSC)

This program produces a well-prepared student who is able to contribute to the local, regional, and global community on current scientific topics. An environment favorable to interdisciplinary learning in science is provided, and through classroom and experiential learning opportunities, the student is allowed to develop his or her own interests in the areas where the different disciplines overlap. In conjunction with the general education coursework, the student develops the skills to competently communicate with scientists and non-scientists, the motivation to be engaged citizens, the capacity to be sensitive to the needs of local and global communities, and the knowledge in the physical sciences to enter the workforce or graduate school.

Integrative Sciences Requirements - Complete all of the following courses (15 semester hours): INSC 180 Integrative Sciences (3), BIOL 101 General Biology (4), CHEM 150 General Chemistry I (4), and PHYS 210 General Physics I (4). Completion of one of the following concentrations is also required: Biology, Biological Chemistry, Chemistry, Environmental Science and Renewable Energy, or Forensics. A complete list of the program requirements by concentration follows.

Biology Concentration - 50 semester hours

The following courses comprise the biology concentration of the Integrative Sciences program. The semester hour value of each course appears in parentheses ().

Complete all of the following courses - 15 semester hours:

BIOL 101	General Biology	(4)
CHEM 150	General Chemistry I	(4)
INSC 180	Integrative Sciences	(3)
PHYS 210	General Physics I	(4)

Complete all of the following courses - 23 semester hours:

BIOL 280	Cell Biology	(4)
BIOL 302	Principles of Ecology	(4)
BIOL 320	Genetics	(3)
BIOL 330	Microbiology	(4)
CHEM 160	General Chemistry II	(4)
CHEM 210	Organic Chemistry I	(4)

Complete three of the following courses - 12 semester hours:

BIOL 214	Anatomy and Physiology I	(4)
BIOL 215	Anatomy and Physiology II	(4)
BIOL 225	Entomology	(4)
BIOL 305	Evolution	(3)
BIOL 315	Forensic Entomology	(4)
BIOL 340	Introduction to Biochemistry	(4)
BIOL 370	Molecular Biology	(4)
BIOL 375	Immunology	(4)
BIOL 380	Special Topics in Biology	(3)
ENVS 350	Ecosystem Management and Restoration	(4)
INSC 310	Conservation Biology	(3)

Continued on next page

Complete three of the following courses - 12 semester hours: *(continued)*

INSC 320	Study of Disease	(3)
INSC 335	Field Studies in Ecology	(3)
INSC 340	Community Health and Research	(3)
INSC 350	Animal Behavior	(4)

Recommended Sequence for the Full-time Student Completing the

Biology Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or ENGL 106 Academic Writing and Critical Thinking GEND 101 The Creative Mind MATH 120 College Algebra SEMR 100 Cornerstone Total semester hours = 13	BIOL 101 General Biology (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3) Total semester hours = 16	<i>optional</i>

SOPHOMORE

Semester I	Semester II	Semester III
BIOL 280 Cell Biology (4) CHEM 150 General Chemistry I (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone Electives (3) Total semester hours = 15	BIOL 320 Genetics (3) CHEM 160 General Chemistry II (4) ENGL 200 Adv. Composition and Technical Writing (3) INSC 180 Integrative Sciences (3) INSC 298 Project I (3) Total semester hours = 16	<i>optional</i>

JUNIOR

Semester I	Semester II	Semester III
BIOL 302 Principles of Ecology (4) CHEM 210 Organic Chemistry I (4) PHYS 210 General Physics I (4) SEMR 300 Keystone (1) Total semester hours = 13	BIOL 330 Microbiology (4) GEND 201 The Civic Mind (6) INSC 365 Internship (3) Electives (3) Total semester hours = 16	<i>optional</i>

SENIOR

Semester I	Semester II	Semester III
INSC 498 Project II (3) GEND 351 The Organizational Mind (6) BIOL Concentration electives (4) Electives (3) Total semester hours = 16	SEMR 400 Capstone (1) BIOL electives (8) GEND electives (6) Total semester hours = 15	<i>optional</i>

Biological Chemistry Concentration – 48 to 50 semester hours

The following courses comprise the biological chemistry concentration of the Integrative Sciences program. The semester hour value of each course appears in parentheses ().

Complete all of the following courses -15 semester hours:

BIOL 101	General Biology	(4)
CHEM 150	General Chemistry I	(4)
INSC 180	Integrative Sciences	(3)
PHYS 210	General Physics I	(4)

Complete all of the following courses - 27 semester hours:

BIOL 280	Cell Biology	(4)
BIOL 340	Introduction to Biochemistry	(4)
CHEM 160	General Chemistry II	(4)
CHEM 200	Environmental Chemistry I	(3)
CHEM 210	Organic Chemistry I	(4)
CHEM 220	Organic Chemistry II	(4)
PHYS 260	General Physics II	(4)

Complete two of the following courses – 6-8 semester hours:

CHEM 310	Environmental Chemistry II	(4)
CHEM 320	Bio-Organic Chemistry	(4)
CHEM 340	Forensic Chemistry	(4)
CHEM 380	Special Topics in Chemistry	(3)
CHEM 410	Physical Chemistry	(3)
CHEM 420	Inorganic Chemistry	(3)
INSC 401	Nanoscience	(3)

Recommended Sequence for the Full-time Student Completing the Biological Chemistry Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition (3) or ENGL 106 Academic Writing and Critical Thinking (6) GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	BIOL 101 General Biology (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 16	

SOPHOMORE

Semester I	Semester II	Semester III
BIOL 280 Cell Biology (4) CHEM 150 General Chemistry I (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1) Electives (3)	CHEM 160 General Chemistry II (4) ENGL 200 Advanced Composition and Technical Writing (3) INSC 180 Integrative Sciences (3) GEND 201 The Civic Mind (6)	<i>optional</i>
Total semester hours = 15	Total semester hours = 16	

JUNIOR

Semester I	Semester II	Semester III
CHEM 200 Environmental Chemistry I (3) CHEM 210 Organic Chemistry I (4) INSC 298 Project I (3) PHYS 210 General Physics I (4) SEMR 300 Keystone (1)	CHEM 220 Organic Chemistry II (4) INSC 365 Internship (3) PHYS 260 General Physics II (4) Electives (3)	<i>optional</i>
Total semester hours = 15	Total semester hours = 14	

SENIOR

Semester I	Semester II	Semester III
INSC 498 Project II (3) BIOL 340 Introduction to Biochemistry (4) GEND 351 The Organizational Mind (6) Biological Chemistry Concentration electives (3-4)	SEMR 400 Capstone (1) GEND electives (6) Biological Chemistry Concentration electives (3-4) Electives (3-4)	<i>optional</i>
Total semester hours = 16-17	Total semester hours = 14-15	

Chemistry Concentration – 44 to 46 semester hours

The following courses comprise the chemistry concentration of the Integrative Sciences program. The semester hour value of each course appears in parentheses ().

Complete all of the following courses -15 semester hours:

BIOL 101	General Biology	(4)
CHEM 150	General Chemistry I	(4)
INSC 180	Integrative Sciences	(3)
PHYS 210	General Physics I	(4)

Complete all of the following courses - 15 semester hours:

CHEM 160	General Chemistry II	(4)
CHEM 200	Environmental Chemistry I	(3)
CHEM 210	Organic Chemistry I	(4)
PHYS 260	General Physics II	(4)

Complete four of the following courses – 14 - 16 semester hours:

BIOL 340	Introduction to Biochemistry	(4)
CHEM 220	Organic Chemistry II	(4)
CHEM 310	Environmental Chemistry II	(4)
CHEM 320	Bio-Organic Chemistry	(3)
CHEM 340	Forensic Chemistry	(4)
CHEM 380	Special Topics in Chemistry	(3)
CHEM 410	Physical Chemistry	(3)
CHEM 420	Inorganic Chemistry	(3)
INSC 401	Nanoscience	(3)

Recommended Sequence for the Full-time Student Completing the Chemistry Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or ENGL 106 Academic Writing and Critical Thinking GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	BIOL 101 General Biology (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 16	

SOPHOMORE

Semester I	Semester II	Semester III
CHEM 150 General Chemistry I (4) PHYS 210 General Physics I (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1) Electives (3-4)	CHEM 160 General Chemistry II (4) GEND 201 The Civic Mind (6) PHYS 260 General Physics II (4)	<i>optional</i>
Total semester hours = 15-16	Total semester hours = 14	

JUNIOR

Semester I	Semester II	Semester III
CHEM 200 Environmental Chemistry I (3) CHEM 210 Organic Chemistry I (4) ENGL 200 Advanced Composition and Technical Writing (3) INSC 298 Project I (3) Electives (3-4)	INSC 180 Integrative Sciences (3) INSC 365 Internship (3) SEMR 300 Keystone (1) Chemistry Concentration electives (4) Electives (3-4)	<i>optional</i>
Total semester hours = 16-17	Total semester hours = 14-15	

SENIOR

Semester I	Semester II	Semester III
GEND 351 The Organizational Mind (6) INSC 498 Project II (3) Chemistry Concentration electives (7-8)	SEMR 400 Capstone (1) Chemistry Concentration electives (3-4) GEND electives (6) Electives (3-4)	<i>optional</i>
Total semester hours = 16-17	Total semester hours = 13-15	

Environmental Science and Renewable Energy Concentration - 50

semester hours - The following courses comprise the Environmental Science and Renewable Energy concentration of the Integrative Sciences program. The semester hour value of each course appears in parentheses ().

Complete all of the following courses - 15 semester hours:

BIOL 101	General Biology	(4)
CHEM 150	General Chemistry I	(4)
INSC 180	Integrative Sciences	(3)
PHYS 210	General Physics I	(4)

Complete all of the following courses - 10 semester hours:

ENVS 101	Introduction to Environmental Science	(4)
ENVS 211	Introduction to Renewable Energy Systems	(3)
GSTC 140	Introduction to GIS	(3)

Complete 25 semester hours from the following courses:

BIOL 280	Cell Biology	(4)
BIOL 302	Principles of Ecology	(4)
BIOL 320	Genetics	(3)
BIOL 330	Microbiology	(4)
BIOL 340	Introduction to Biochemistry	(4)
BIOL 380	Special Topics in Biology	(3)
BTEC 170	Introduction to Biotechnology	(3)
BTEC 350	Biotechnology Techniques	(4)
BTEC 351	Biotechnology Applications	(4)
CHEM 160	General Chemistry II	(4)
CHEM 200	Environmental Chemistry I	(3)
CHEM 210	Organic Chemistry I	(4)
CHEM 220	Organic Chemistry II	(4)
CHEM 310	Environmental Chemistry II	(4)
CHEM 320	Bio-Organic Chemistry	(3)
CHEM 380	Special Topics in Chemistry	(3)
CHEM 410	Physical Chemistry	(3)
CHEM 420	Inorganic Chemistry	(3)
ENVS 201	Introduction to Geology	(3)
ENVS 301	Global Change: Physical Processes and Human Impact	(3)
ENVS 302	Environmental Regulation and Management	(3)
ENVS 350	Ecosystem Management and Restoration	(4)
ENVS 380	Special Topics in Environmental Science	(3)
ENVS 401	Environmental Modeling	(3)
GEND 251	The Political Mind	(6)
INSC 310	Conservation Biology	(3)
INSC 335	Field Studies in Ecology	(3)
INSC 401	Nanoscience – An Integrative Approach	(3)

Complete 25 semester hours from the following courses: *(continued)*

NANO 211*	Materials, Safety and Equipment Overview for Nanotechnology	(3)
NANO 213*	Materials in Nanotechnology	(3)
NANO 212*	Basic Nanotechnology Processes	(3)
NANO 214*	Lithography for Nanofabrication	(3)
NANO 215*	Materials Modification in Nanofabrication	(3)
NANO 216*	Characterization, Testing of Nanofabricated Structures and Materials	(3)
PHYS 301	Applied Energy Physics	(3)

* If a student has an interest in nanofabrication, all six courses (18 semester hours) can be completed as an off-campus study program at The Pennsylvania State University's Center for Nanotechnology Education.

Recommended Sequence for the Full-time Student Completing the Environmental Science and Renewable Energy Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition (3) or ENGL 106 Academic Writing and Critical Thinking (6) GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1) Total semester hours = 13	BIOL 101 General Biology (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3) Total semester hours = 16	<i>optional</i>

SOPHOMORE

Semester I	Semester II	Semester III
CHEM 150 General Chemistry I (4) ENGL 200 Advanced Composition and Technical Writing (3) ENVS 101 Introduction to Environmental Science (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1) Total semester hours = 15	ENVS 211 Introduction to Renewable Energy (3) GSTC 140 Introduction to GIS (3) INSC 180 Integrative Sciences (3) Environmental Science and Renewable Energy Concentration electives (6) Total semester hours = 15	<i>optional</i>

JUNIOR

Semester I	Semester II	Semester III
INSC 298 Project I (3) PHYS 210 General Physics I (4) SEMR 300 Keystone Environmental Science and Renewable Energy Concentration electives (8) Total semester hours = 16	GEND 201 The Civic Mind (6) INSC 365 Internship (3) Electives (5) Total semester hours = 14	<i>optional</i>

SENIOR

Semester I	Semester II	Semester III
INSC 498 Project II (3) GEND 351 The Organizational Mind (6) Environmental Science and Renewable Energy Concentration electives (3) Electives (4) Total semester hours = 16	SEMR 400 Capstone (1) GEND electives (6) Environmental Science and Renewable Energy Concentration electives (8) Total semester hours = 15	<i>Optional</i>

Recommended Sequence for the Full-time Student Completing the Environmental Science and Renewable Energy Concentration with Nanotechnology Education Semester at The Pennsylvania State University

– The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or ENGL 106 Academic Writing and Critical Thinking GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	BIOL 101 General Biology (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 16	

SOPHOMORE

Semester I	Semester II	Semester III
CHEM 150 General Chemistry I (4) ENGL 200 Advanced Composition and Technical Writing (3) ENVS 101 Introduction to Environmental Science (4) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1)	ENVS 211 Introduction to Renewable Energy (3) GSTC 140 Introduction to GIS (3) INSC 180 Integrative Sciences (3) Environmental Science and Renewable Energy Concentration electives (7)	<i>optional</i>
Total semester hours = 15	Total semester hours = 16	

JUNIOR

Semester I	Semester II	Semester III
INSC 365 Internship (3) PHYS 210 General Physics I (4) SEMR 300 Keystone (1) Electives (5)	NANO 211 Materials, Safety, and Equipment Overview of Nano-biotechnology (3) NANO 212 Basic Nano-technology Processes (3) NANO 213 Materials in Nano-technology (3) NANO 214 Lithography for Nanofabrication (3) NANO 215 Materials Modification in Nanofabrication (3) NANO 216 Characterization, Testing of Nanofabricated Structures and Materials (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 18	

SENIOR

Semester I	Semester II	Semester III
BTEC 498 Project II (3) GEND 351 The Organizational Mind (6) Electives (7)	GEND 201 The Civic Mind (6) SEMR 400 Capstone (1) GEND electives (6)	<i>optional</i>
Total semester hours = 16	Total semester hours = 13	

Note: The student completing the BTEC – Nanobiotechnology and NanoFabrication concentration may substitute successful completion of NANO 216 for Project I.

Forensics Concentration – 43 to 44 semester hours

The following courses comprise the Forensics concentration of the Integrative Sciences program. The semester hour value of each course appears in parentheses ().

Complete all of the following courses - 15 semester hours:

BIOL 101	General Biology	(4)
CHEM 150	General Chemistry I	(4)
INSC 180	Integrative Sciences	(3)
PHYS 210	General Physics I	(4)

Complete all of the following courses - 9 semester hours:

BIOL 125	Introduction to Forensics	(3)
INSC 270	Crime Scene Investigation	(3)
INSC 360	Forensic Case Study	(3)

Complete six of the following courses – 19 to 20 semester hours:

BIOL 315	Forensic Entomology	(4)
CISC 320	Forensic Computing	(4)
INSC 160	Introduction to Forensic Computing	(3)
INSC 361	Criminal Profiling	(3)
INSC 362	Medico-Legal Death Investigation	(3)
INSC 363	Forensic Population Studies	(3)
INSC 364	Fraud Investigation	(3)
INSC 380	Special Topics in Integrative Sciences	(3)

Recommended Sequence for the Full-time Student Completing the Forensics Concentration – The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or (3) ENGL 106 Academic Writing and Critical Thinking GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	BIOL 101 General Biology (4) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 16	

SOPHOMORE

Semester I	Semester II	Semester III
CHEM 150 General Chemistry I (4) MATH 220 Calculus I (3) GEND 351 The Organizational Mind (6) SEMR 200 Steppingstone (1)	BIOL 125 Forensic Science (3) INSC 180 Integrative Sciences (3) ENGL 200 Advanced Composition and Technical Writing (3) GEND 201 The Civic Mind (6)	<i>optional</i>
Total semester hours = 14	Total semester hours = 15	

JUNIOR

Semester I	Semester II	Semester III
INSC 298 Project I (3) PHYS 210 General Physics I (4) SEMR 300 Keystone (1) Forensics Concentration electives (3) Electives (4)	INSC 270 Crime Scene Investigation (3) INSC 365 Internship (3) Forensics Concentration electives (6) Electives (3)	<i>optional</i>
Total semester hours = 15	Total semester hours = 15	

SENIOR

Semester I	Semester II	Semester III
INSC 498 Project II (3) GEND electives (6) Forensics Concentration electives (6-7)	SEMR 400 Capstone (1) INSC 360 Forensic Case Study (4) Forensics Concentration electives (3) Electives (7-8)	<i>optional</i>
Total semester hours = 15-16	Total semester hours = 15-16	

Bachelor of Science in Management and eBusiness (MEBA)

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). Experiential projects and a capstone course on enterprise architectures further serve to develop a practice based integrated view of modern enterprises.

The program is designed to prepare the student to lead and engage in business analysis, marketing, finance, project management, entrepreneurships, information technology consulting, information technology management, eCommerce development, business system design, and a multitude of other assignments in the digital age. 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.

Management and eBusiness Requirements – The program requires a total of 49 or 50 semester hours: a) 35 semester hours from the required Core courses: MEBA 110, 210, 220, 230, 310, 320, 350, 420, 470, 480, or CISC 310; and b) 14 or 15 semester hours completed in one of the concentrations: Digital Health, eBusiness, Entrepreneurship, Information and Communication Technologies, Interactive Media Management, or Management.

Digital Health Concentration – 50 semester hours

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

Complete all of the following Core courses - 35 semester hours

CISC 410	Information Technology Project Management	(4)
MEBA 110	Introduction to eBusiness and Management	(3)
MEBA 210	Information Technologies for Modern Businesses	(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 Analysis, Modeling and Design	(4)
MEBA 480	Enterprise Architecture and Integration	(3)

Complete all of the following courses - 15 semester hours

MEBA 360	Introduction to Healthcare Systems	(3)
MEBA 381	Special Topics in Digital Health	(6)
ISEM 542	Health Informatics and Information Systems	(3)
ISEM 543	Digital Health	(3)

Recommended Sequence for the Full-time Student Completing the Digital Health Concentration - The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites. Semester hours are shown in parentheses ().

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition or ENGL 106 Academic Writing and Critical Thinking (3)	COMM 110 Speech (3)	<i>optional</i>
GEND 101 The Creative Mind (6)	GEND 111 The Scientific Mind (6)	
MATH 120 College Algebra (3)	MATH 280 Introductory Statistics (3)	
SEMR 100 Cornerstone (1)	MEBA 110 Introduction to eBusiness and Management (3)	
Total semester hours = 13	Total semester hours = 15	

SOPHOMORE

Semester I	Semester II	Semester III
MEBA 210 Information Technologies for Modern Business (3)	MEBA 230 Marketing in the Digital Age (3)	<i>optional</i>
MEBA 220 Principles of Business Management (3)	MEBA 298 Project I (3)	
ENGL 200 Advanced Composition and Technical Writing (3)	GEND 201 The Civic Mind Electives (3)	
MATH 220 Calculus I (3)		
SEMR 200 Steppingstone (1)		
Electives (3)		
Total semester hours = 16	Total semester hours = 15	

JUNIOR

Semester I	Semester II	Semester III
MEBA 310 eCommerce and mCommerce (3)	MEBA 365 Internship (3)	<i>optional</i>
MEBA 320 Financial and Managerial Accounting (3)	MEBA 350 Financial Management (3)	
MEBA 360 Introduction to Healthcare Systems (3)	MEBA 470 Business Analysis, Modeling and Design (4)	
GEND 351 The Organizational Mind (6)	GEND electives (6)	
SEMR 300 Keystone (1)		
Total semester hours = 16	Total semester hours = 16	

SENIOR

Semester I	Semester II	Semester III
CISC 410 Information Technology Project Management (4) ISEM 542 Health Informatics and Information Systems (3) MEBA 381 Special Topics in Digital Health (6) MEBA 498 Project II (3) Total semester hours = 16	ISEM 543 Digital Health (3) MEBA 420 International Business and Strategies (3) MEBA 480 Enterprise Architecture and Integration (3) SEMR 400 Capstone (1) Electives (3) Total semester hours = 13	<i>optional</i>

Entrepreneurship Concentration – 50 semester hours

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

Complete all of the following Core courses - 35 semester hours

CISC 410	Information Technology Project Management	(4)
MEBA 110	Introduction to eBusiness and Management	(3)
MEBA 210	Information Technologies for Modern Businesses	(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 Analysis, Modeling and Design	(4)
MEBA 480	Enterprise Architecture and Integration	(3)

Complete all of the following courses - 15 semester hours

GEND 400	The Entrepreneurial Mind	(3)
MEBA 410	Business Entrepreneurship in Practice	(3)
MEBA 411	Entrepreneurial Investment	(3)
MGMT 532	Business Entrepreneurship Management	(3)
MGMT 533	Business and Entrepreneurial Financing	(3)

Recommended Sequence for the Full-time Student Completing the Entrepreneurship Concentration - The sequence that appears below is based upon the

availability of specific courses in each semester and the successful completion of course prerequisites. Semester hours are shown in parentheses ().

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition (3) or ENGL 106 Academic Writing and Critical Thinking (3)	COMM 110 Speech (3) GEND 111 The Scientific Mind (6)	<i>optional</i>
GEND 101 The Creative Mind (6)	MATH 280 Introductory Statistics (3)	
MATH 120 College Algebra (3)	MEBA 110 Introduction to eBusiness and Management (3)	
SEMR 100 Cornerstone (1)		
Total semester hours = 13	Total semester hours = 15	

SOPHOMORE

Semester I	Semester II	Semester III
MEBA 210 Information Technologies for Modern Business (3)	MEBA 298 Project I (3)	<i>optional</i>
MEBA 220 Principles of Business Management (3)	MEBA 230 Marketing in the Digital Age (3)	
ENGL 200 Advanced Composition and Technical Writing (3)	GEND 201 The Civic Mind (6)	
MATH 220 Calculus I (3)	GEND electives (3)	
SEMR 200 Steppingstone (1)		
Electives (3)		
Total semester hours = 16	Total semester hours = 15	

JUNIOR

Semester I	Semester II	Semester III
MEBA 310 eCommerce and mCommerce (3)	MEBA 350 Financial Management (3)	<i>optional</i>
MEBA 320 Financial and Managerial Accounting (3)	MEBA 365 Internship (3)	
GEND 351 The Organizational Mind (6)	MEBA 470 Business Analysis, Modeling and Design (4)	
SEMR 300 Keystone (1)	GEND 400 The Entrepreneurial Mind (3)	
Electives (3)	GEND electives (3)	
Total semester hours = 16	Total semester hours = 16	

SENIOR

Semester I	Semester II	Semester III
MEBA 410 Business Entrepreneurship in Practice (3)	MEBA 411 Entrepreneurial Investment (3)	<i>optional</i>
MEBA 498 Project II (3)	MEBA 420 International Business and Strategies (3)	
CISC 410 Information Technology Project Management (4)	MEBA 480 Enterprise Architecture and Integration (3)	
MGMT 532 Business Entrepreneurship Management (3)	MGMT 533 Business and Entrepreneurial Financing (3)	
Electives (3)	SEMR 400 Capstone (1)	
Total semester hours = 16	Total semester hours = 13	

eBusiness Concentration – 49 semester hours

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

Complete all of the following Core courses - 35 semester hours

CISC 410	Information Technology Project Management	(4)
MEBA 110	Introduction to eBusiness and Management	(3)
MEBA 210	Information Technologies for Modern Businesses	(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 Analysis, Modeling and Design	(4)
MEBA 480	Enterprise Architecture and Integration	(3)

Complete 15 semester hours from Groups A and B listed below:

Group A - Complete at least two courses - 6 semester hours:

MEBA 330	Sales and Sales Management	(3)
MEBA 380	Special Topics in Management and eBusiness	(3)
MEBA 390	Directed Study	(1-3)
MEBA 430	Business Law	(3)
MEBA 440	Leadership and Organizational Behavior	(3)
MEBA 464	eGovernment and mGovernment	(3)
MEBA 472	Business Intelligence and Decision Support	(3)
GEND 425	Globalization	(3)

Group B - Complete at least two courses - 8 semester hours:

CISC 120	Programming Fundamentals I	(4)
CISC 160	Programming Fundamentals II	(4)
CISC 210	Communication Networks	(4)
CISC 230	Computers and Network Security	(4)
CISC 290	Graphic and Visual Computing	(4)
CISC 300	Web Technologies and Applications	(4)
CISC 310	New Media Design I	(4)
CISC 340	Intellectual Issues and Systems	(4)
CISC 430	Software Engineering	(4)
CISC 460	Information Management	(4)
MEBA 390	Directed Study	(1-3)

Recommended Sequence for the Full-time Student Completing the eBusiness Concentration - The sequence that appears below was developed based upon the availability of specific courses each semester and the successful completion of course prerequisites.

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition (3) or ENGL 106 Academic Writing and Critical Thinking (3) GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	MEBA 110 Introduction to eBusiness and Management (3) COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
Total semester hours = 13	Total semester hours = 15	

SOPHOMORE

Semester I	Semester II	Semester III
MEBA 210 Information Technologies for Modern Business (3) MEBA 220 Principles of Business Management (3) ENGL 200 Advanced Composition and Technical Writing (3) MATH 220 Calculus I (3) SEMR 200 Steppingstone Electives (1) (3)	MEBA 230 Marketing in the Digital Age (3) GEND 201 The Civic Mind (6) eBusiness Concentration electives – Group A (3) Electives (3)	<i>optional</i>
Total semester hours = 16	Total semester hours = 15	

JUNIOR

Semester I	Semester II	Semester III
MEBA 298 Project I (3) MEBA 310 eCommerce and mCommerce (3) MEBA 320 Financial and Managerial Accounting (3) GEND 351 The Organizational Mind (6) SEMR 300 Keystone (1)	MEBA 350 Financial Management (3) MEBA 365 Internship (3) MEBA 470 Business Analysis, Modeling and Design (4) eBusiness Concentration electives – Group B (3) GEND electives (3)	<i>optional</i>
Total semester hours = 16	Total semester hours = 16	

SENIOR

Semester I	Semester II	Semester III
MEBA 498 Project II (3)	MEBA 420 International Business and Strategies (3)	<i>optional</i>
CISC 410 Information Technology Project Management (4)	MEBA 480 Enterprise Architecture and Integration (3)	
eBusiness Concentration electives – Group A (3)	SEMR 400 Capstone (1)	
eBusiness Concentration electives – Group B (3)	eBusiness Concentration electives – Group A or B (6-7)	
GEND electives (3)		
Total semester hours = 16	Total semester hours = 13 – 14	

Information and Communication Technology Concentration – 50 semester hours

The following courses comprise the information and communication technology concentration of the Management and eBusiness program. The semester hour value of each course appears in parentheses ().

Complete all of the following Core courses - 35 semester hours

CISC 410	Information Technology Project Management	(4)
MEBA 110	Introduction to eBusiness and Management	(3)
MEBA 210	Information Technologies for Modern Businesses	(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 Analysis, Modeling and Design	(4)
MEBA 480	Enterprise Architecture and Integration	(3)

Complete all of the following courses – 8 semester hours:

CISC 120	Programming Fundamentals I	(4)
CISC 160	Programming Fundamentals II	(4)

Complete two of the following – 7 semester hours:

CISC 210	Communication Networks	(4)
CISC 230	Computers and Network Security	(4)
CISC 290	Graphic and Visual Computing	(4)
CISC 300	Web Technologies and Applications	(4)
CISC 310	New Media Design I	(4)
CISC 340	Intellectual Issues and Systems	(4)
CISC 430	Software Engineering	(4)
CISC 460	Information Management	(4)
MEBA 390	Directed Study	(1-3)

Recommended Sequence for the Full-time Student Completing the Information and Communication Technology Concentration - The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites. Semester hours are shown in parentheses ().

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition (3) or ENGL 106 Academic Writing and Critical Thinking (3)	MEBA 110 Introduction to eBusiness and Management (3) COMM 110 Speech (3)	<i>optional</i>
GEND 101 The Creative Mind (6)	GEND 111 The Scientific Mind (6)	
MATH 120 College Algebra (3)	MATH 280 Introductory Statistics (3)	
SEMR 100 Cornerstone (1)		
Total semester hours = 13	Total semester hours = 15	

SOPHOMORE

Semester I	Semester II	Semester III
ENGL 200 Advanced Composition and Technical Writing (3) MATH 220 Calculus I (3) MEBA 210 Information Technologies for Modern Business (3) MEBA 220 Principles of Business Management (3) SEMR 200 Steppingstone (1) Electives (3) Total semester hours = 16	MEBA 230 Marketing in the Digital Age (3) CISC 120 Fundamentals of Programming I (4) GEND 201 The Civic Mind (6) Electives (3) Total semester hours = 16	<i>optional</i>

JUNIOR

Semester I	Semester II	Semester III
MEBA 310 eCommerce and mCommerce (3) MEBA 320 Financial and Managerial Accounting (3) MEBA 298 Project I (3) CISC 160 Fundamentals of Programming II (4) SEMR 300 Keystone (1) Total semester hours = 14	MEBA 350 Financial Management (3) MEBA 365 Internship (3) MEBA 470 Business Analysis, Modeling and Design (4) Technology Concentration electives (4) Electives (3) Total semester hours = 17	<i>optional</i>

SENIOR

Semester I	Semester II	Semester III
MEBA 498 Project II (3) CISC 410 Information Technology Project Management (4) GEND 351 The Organizational Mind (6) Technology Concentration electives (3) Total semester hours = 16	MEBA 420 International Business and Strategies (3) MEBA 480 Enterprise Architecture and Integration (3) SEMR 400 Capstone (1) GEND electives (6) Total semester hours = 13	<i>optional</i>

Interactive Media Management Concentration – 50 semester hours

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

Complete all of the following Core courses - 35 semester hours

CISC 410	Information Technology Project Management	(4)
MEBA 110	Introduction to eBusiness and Management	(3)
MEBA 210	Information Technologies for Modern Businesses	(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 Analysis, Modeling and Design	(4)
MEBA 480	Enterprise Architecture and Integration	(3)

Complete all of the following courses - 11 semester hours

CISC 320	New Media Design	(4)
CISC 420	New Media Production	(4)
LTMS 543	Interactive Media Management	(3)

Complete one of the following courses – 4 semester hours

CISC 290	Graphics and Visual Computing	(4)
	or	
CISC 300	Web Technologies	(4)

Recommended Sequence for the Full-time Student Completing the

Interactive Media Management Concentration - The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites. Semester hours are shown in parentheses ().

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition (3) or ENGL 106 Academic Writing and Critical Thinking (3)	MEBA 110 Introduction to eBusiness and Management (3) COMM 110 Speech (3) GEND 111 The Scientific Mind (6)	<i>optional</i>
GEND 101 The Creative Mind (6)	MATH 280 Introductory Statistics (3)	
MATH 120 College Algebra (3)		
SEMR 100 Cornerstone (1)		
Total semester hours = 13	Total semester hours = 15	

SOPHOMORE

Semester I	Semester II	Semester III
MEBA 210 Information Technologies for Modern Business (3) MEBA 220 Principles of Business Management (3) ENGL 200 Advanced Composition and Technical Writing (3) MATH 220 Calculus I (3) SEMR 200 Steppingstone (1) Electives (3) Total semester hours = 16	MEBA 230 Marketing in the Digital Age (3) MEBA 298 Project I (3) CISC 290 Graphics and Visual Computing (4) or CISC 300 Web Technologies (4) GEND 201 The Civic Mind (6) Total semester hours = 16	<i>optional</i>

JUNIOR

Semester I	Semester II	Semester III
MEBA 310 eCommerce and mCommerce (3) MEBA 320 Financial and Managerial Accounting (3) GEND 351 The Organizational Mind (6) SEMR 300 Keystone (1) Electives (3) Total semester hours = 16	MEBA 350 Financial Management (3) MEBA 365 Internship (3) MEBA 470 Business Analysis, Modeling and Design (4) GEND electives (6) Total semester hours = 16	<i>optional</i>

SENIOR

Semester I	Semester II	Semester III
CISC 410 Information Technology Project Management (4) CISC 310 New Media Design (4) MEBA 498 Project II (3) LTMS 543 Interactive Media Management (3) Total semester hours = 14	CISC 420 New Media Production (4) MEBA 420 International Business and Strategies (3) MEBA 480 Enterprise Architecture and Integration (3) SEMR 400 Capstone (1) Electives (3) Total semester hours = 14	<i>optional</i>

Management Concentration – 50 semester hours

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

- Complete all of the following Core courses - 35 semester hours
- CISC 410 Information Technology Project Management (4)
 - MEBA 110 Introduction to eBusiness and Management (3)
 - MEBA 210 Information Technologies for Modern Businesses (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 Analysis, Modeling and Design (4)
 - MEBA 480 Enterprise Architecture and Integration (3)

- Complete 15 semester hours from the following courses:
- CISC 310 New Media Design I (4)
 - GEND 425 Globalization (3)
 - MEBA 330 Sales and Sales Management (3)
 - MEBA 380 Special Topics in Management and eBusiness (3)
 - MEBA 390 Directed Study (1-3)
 - MEBA 430 Business Law (3)
 - MEBA 440 Leadership and Organizational Behavior (3)
 - MEBA 464 eGovernment and mGovernment (3)
 - MEBA 472 Business Intelligence and Decision Support (3)

Recommended Sequence for the Full-time Student Completing the Management Concentration - The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites. Semester hours are shown in parentheses ().

FRESHMAN

Semester I	Semester II	Semester III
ENGL 105 College Composition (3) or ENGL 106 Academic Writing and Critical Thinking (3)	COMM 110 Speech (3) GEND 111 The Scientific Mind (6) MATH 280 Introductory Statistics (3)	<i>optional</i>
GEND 101 The Creative Mind (6) MATH 120 College Algebra (3) SEMR 100 Cornerstone (1)	MEBA 110 Introduction to eBusiness and Management (3)	
Total semester hours = 13	Total semester hours = 15	

SOPHOMORE

Semester I	Semester II	Semester III
MEBA 210 Information Technologies for Modern Business (3)	MEBA 230 Marketing in the Digital Age (3)	<i>optional</i>
MEBA 220 Principles of Business Management (3)	GEND 201 The Civic Mind (6)	
ENGL 200 Advanced Composition and Technical Writing (3)	Management Concentration electives (3)	
MATH 220 Calculus I (3)	Electives (3)	
SEMR 200 Steppingstone (1)		
Electives (3)		
Total semester hours = 16	Total semester hours = 15	

JUNIOR

Semester I	Semester II	Semester III
MEBA 310 eCommerce and mCommerce (3)	MEBA 350 Financial Management (3)	<i>optional</i>
MEBA 320 Financial and Managerial Accounting (3)	MEBA 365 Internship (3)	
MEBA 298 Project I (3)	MEBA 470 Business Analysis, Modeling and Design (4)	
GEND 351 The Organizational Mind (6)	Management Concentration electives (3)	
SEMR 300 Keystone (1)	Electives (3)	
Total semester hours = 16	Total semester hours = 16	

SENIOR

Semester I	Semester II	Semester III
MEBA 498 Project II (3)	MEBA 420 International Business and Strategies (3)	<i>optional</i>
CISC 410 Information Technology Project Management (4)	MEBA 480 Enterprise Architecture and Integration (3)	
Management Concentration electives (6)	SEMR 400 Capstone (1)	
GEND electives (3)	Management Concentration electives (3)	
Total semester hours = 16	GEND electives (3)	
	Total semester hours = 13	

Course Descriptions – Undergraduate

BIOLOGY (BIOL)

BIOL 101 General Biology* (4 semester hours)

Prerequisites: None

Corequisites: None

Description: This course introduces the student to the major themes of biology, including properties of living organisms, comparison of eucaryotes vs. procaryotes, patterns of inheritance, the central dogma, mitosis and meiosis, the diversity of life in both plants and animals, classification of organisms, evolution, metabolism, photosynthesis, cell structures, basic structure of the body, infectious disease, the Hardy-Weinberg principle, biodiversity, ecosystems, and the biosphere. A broad understanding of biology and living organisms in the biosphere is developed through hands-on, multi-modal engaged learning opportunities in both the classroom and laboratory. Offered Semester II (Spring) and Semester III (Summer), annually.

BIOL 125 Forensic Science (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course explores the science and art of forensic investigations and the identification, proper collection and recognition of evidence. The student looks at a variety of specialty areas such as firearms, tool marks, fiber tracing, hair paint, toxicology and photography. Crime scenes are explored using critical thinking skills to produce alternative strategies by thinking creatively. Experts in forensics are guest presenters. Fundamentals of the science behind the crime are learned. Case studies are presented as group projects and the student is expected to provide several scenarios and evidence for alternative conclusions. Offered Semester II (Spring), annually.

BIOL 210 Introduction to Bioinformatics (4 semester hours)

Prerequisites: BTEC 170 and MATH 120

Corequisites: None

Description: Developing automated ways to deal with vast quantities of scientific information is an essential part of modern research. Bioinformatics aims to link scant pieces of seemingly unrelated information. This discipline seeds the very origins of new lines of scientific research investigations. Bioinformatics is shaping many research disciplines from genetics and molecular biology through to drug discovery, computer science, and even entomology. Offered Semester II (Spring), annually.

BIOL 211 Introduction to Pharmacology (3 semester hours)

Prerequisites: BIOL 101 and CHEM 150; BIOL 280 and BTEC 170 are also encouraged

Corequisites: None

Description: This course studies how specific small molecules can impact and affect body behavior and responses. Small molecules or drugs made by man or from nature can modulate special gates and enzymes. These concepts are the first step into the world of pharmacology. The understanding of this course depends heavily on knowing what is considered normal for the body. Consequently, human physiological systems are featured as an integral part of this course. Offered Semester I (Fall), annually.

BIOL 214 Anatomy and Physiology I* (4 semester hours)

Prerequisites: BIOL 101

Corequisites: None

Description: This course discusses the structural and functional makeup of the human body. Medical and anatomical terminology is mastered, and an emphasis is placed on covering the details of development, histology and functioning of the muscular, circulatory, cardiovascular and endocrine systems. Offered Semester I (Fall), even-numbered years.

BIOL 215 Anatomy and Physiology II* (4 semester hours)

Prerequisites: BIOL 101, 214

Corequisites: None

Description: This course studies the immune system, lymphatic system, gastrointestinal tract and digestion, genitourinary system, and the nervous system. An in-depth examination of the five senses is also conducted. Offered Semester II (Spring), odd-numbered years.

BIOL 220 Drug Design and Development (3 semester hours)

Prerequisites: BIOL 211 or permission of instructor

Corequisites: None

Description: New drug discovery is a long process with soaring costs as the level of scientific complexity increases through research. This course is structured to follow the discovery process and is reliant on outside specialists and speakers. Offered Semester II (Spring), annually.

BIOL 225 Entomology* (4 semester hours)

Prerequisites: BIOL 101

Corequisites: None

Description: This course introduces the biology, ecology and evolution of insects in both naturalistic and human context. Subject matter and course content includes field observation and collection techniques in addition to case studies of evolutionary, economical and historical importance. Offered Semester I (Fall), even-numbered years.

BIOL 280 Cell Biology* (4 semester hours)

Prerequisites: BIOL 101

Corequisites: None

Description: This course examines the foundations of cell biology including the structure, function, differentiation, and growth of the eucaryotic cell. It is primarily concerned with eukaryotic cells from their evolution, organization, differentiation and biosynthesis. The simplicity and complexity of macromolecules in the cell are covered through multi-modal learning technologies on nutrition, energy production, and synthesis of cellular components. The student develops a thorough understanding of the mechanisms underlying mitosis and meiosis, the cell cycle, and cancer. Offered Semester I (Fall), annually.

BIOL 302 Principles of Ecology* (4 semester hours)

Prerequisites: BIOL 101 or permission of instructor

Corequisites: None

Description: This course examines theories (including a variety of mathematical, verbal, and graphical models of important ecological processes), techniques of study (both laboratory and field-based), and natural history. The student explores: 1) various questions (in a broad sense) asked by ecologists; 2) ideas (theories, models) from which hypotheses are suggested to answer the questions; and 3) ways in which ecologists go about gathering data to refute or support the proposed hypotheses. Specific ecological studies are used to illustrate what has been learned about the natural world. Offered Semester I (Fall), even-numbered years.

BIOL 305 Evolution (3 semester hours)

Prerequisites: BIOL 101

Corequisites: None

Description: This course reviews evidence for evolution prior to Darwin's seminal work and follows through to modern neo-Darwinist concepts. Natural selection, phenotypic and genotypic variation, population biology, extinction, and speciation are covered. The student examines mechanisms of evolutionary change. Material looks at different scales and perspectives from molecular to ecological, generational changes in populations, as well as observable patterns over millennia. Offered Semester II (Spring), odd-numbered years.

BIOL 315 Forensic Entomology* (4 semester hours)

Prerequisites: Minimum of 45 earned semester hours and BIOL 225 or permission of instructor

Corequisites: None

Description: The forensic entomologist can use a number of different techniques including insect species succession, larval weight, length, and technical methods such as the accumulated degree-hour technique. The student is introduced to standard forensic procedures and, when practical, will see and use those procedures. Offered Semester II (Spring), odd-numbered years.

BIOL 320 Genetics (3 semester hours)

Prerequisites: BIOL 101, 280, CHEM 150, or permission of instructor

Corequisites: None

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. Offered Semester II (Spring), annually.

BIOL 330 Microbiology* (4 semester hours)

Prerequisites: BIOL 101, 280 and CHEM 150

Corequisites: None

Description: This course is an introduction to microbial cell structure, growth and physiology combined with basic laboratory techniques. The relationship between host and parasite is emphasized, especially as related to human disease, epidemiology and infection control. A broad range of infectious diseases are covered, including etiologic agent identification, modes of transmission and prevention. Offered Semester II (Spring), annually.

BIOL 335 Computer-Aided Drug Design* (4 semester hours)

Prerequisites: BIOL 210 and 211 or CHEM 210

Corequisites: None

Description: Conducting drug research in a directed and specific manner previously relied on how many small molecules could be tested per unit time. Over recent years, more and more drug design is coordinated with available literature and modern databases containing overwhelming amounts of information. To identify new potential drug molecules, automation has become essential to narrow the field before embarking on a biological screening process. Offered Semester II (Spring), annually.

BIOL 340 Introduction to Biochemistry* (4 semester hours)

Prerequisites: BIOL 101, CHEM 150, 160 and 210 or permission of instructor

Corequisites: None

Description: This course provides a study of the reactions and molecules of life to understand that biology and chemistry at this level is biochemistry. Particular focus will be given to: 1) techniques in

biochemistry to separate material; 2) the central dogma; and 3) communication and signal transduction at the cellular level. Offered Semester I (Fall), annually.

BIOL 370 Molecular Biology* (4 semester hours)

Prerequisites: BIOL 101, 280 and CHEM 150

Corequisites: None

Description: The complicated process that goes on in living cells and organisms, in terms of the law of chemistry and physics, is described. The genetic message is examined, as it is carried in the form of DNA through transcription and translation as well as the biosynthesis of macromolecules. The course is designed to follow chemistry (general and organic) and biology coursework to complete an understanding of life chemistry. Offered Semester I (Fall), annually.

BIOL 375 Immunology* (4 semester hours)

Prerequisites: BIOL 101, 280

Corequisites: BIOL 320

Description: This advanced course explores the specific innate and acquired aspects of the immune system. Innate host defenses, which protect humans against disease and foreign contaminants, are examined. Cellular immune response interaction with viral infections, foreign cells, or defective host cells are covered as to how the humoral immune response produces antibodies against foreign antigen and how these immune responses are controlled. Through an understanding of the nature of antibodies, lymphokines and specific cellular reaction, the student discovers the power and limitation of the immune system. This course also includes a significant laboratory component focusing on the analysis of blood cells, enzyme-linked immunosorbent assays (ELISAs), blood typing, and rapid commercial test technologies. Offered Semester III (Summer), even-numbered years.

BIOL 380 Special Topics in Biology (3 semester hours)

Prerequisites: Consent of the instructor and academic advisor

Corequisites: None

Description: This course covers topics in biology. It is an in-depth study of a selected specialized area of biology and the content varies by semester. Offered as needed.

*Three hours of lecture, three hours of laboratory per week.

BIOTECHNOLOGY (BTEC)

BTEC 100 Nanobiotechnology Explorations (2 semester hours)

Prerequisites: None

Corequisites: None

Description: This is an introductory course to nanobiotechnology, which is the use of existing elements of natural systems to develop new technologies. The concepts of how nano-structures are characterized are defined and a review is conducted of the applications of this new technology. The course includes a laboratory component in addition to lecture component. Offered Semester III (Summer), annually.

BTEC 101 Exploring Biotechnology Through Food, Science, and Cooking (2 semester hours)

Prerequisites: None

Corequisites: None

Description: This course provides an overview of basic science and technology through the lens of food and cooking. The student explores the importance of biology, physics, and chemistry in creating food flavor, texture, aroma, and consistency. Visiting chefs explain techniques used to

create food products in the kitchen while the student engages in interactive, experiential learning activities to understand the related scientific principles. The student is also be introduced to scientific methods used to evaluate food products. Offered Semester III (Summer), annually.

BTEC 105 The Art of Genes and Fusion (3 semester hours)

Prerequisites: None

Corequisites: None

Description: Investigations using a variety of case studies and contemporary topics in biotechnology and genetic engineering are conducted. The links of diseases and genes, such as leukemia and cancer, are examined. The student is introduced to molecular concepts regarding DNA, genes, proteins, and chromosome mapping to see the importance of biotechnology to help combat human diseases and disorders. Offered as needed.

BTEC 170 Introduction to Biotechnology (3 semester hours)

Prerequisites: BIOL 101 or permission of instructor

Corequisites: None

Description: Biotechnology explores biological processes to produce raw materials, foodstuffs, and medical treatments for use by humans. The industry is key for generating income worldwide and feeds into the pharmaceutical, textile, food and agricultural industries. The course centers on three main goals: 1) to understand the biological processes involved in biotechnology methods; 2) to identify and criticize the benefits and drawbacks of current methods; and 3) to review new emerging technologies that focus on ecological solutions. Offered Semester I (Fall), annually.

BTEC 210 Food and Nutrition (3 semester hours)

Prerequisites: BIOL 101

Corequisites: None

Description: This course provides an overview of the diet and nutritional requirements of protein, energy, whole grains, major vitamins and minerals and other food groups that are determinants of health and diseases in human populations. The sources, recommended intake, role of major nutrients, and metabolism are explored, in addition to case studies that address the impact of nutrition on human growth and development of chronic or acute diseases (i.e. cancer, diabetes, heart disease, etc.). Offered Semester II (Spring), annually.

BTEC 220 Applied Nanobiotechnology* (4 semester hours)

Prerequisites: BTEC 100 or permission of instructor

Corequisites: None

Description: This course addresses applications of nanobiotechnology for various fields such as medicine, drug-delivery, food and environment. The student explores how various nanostructures can be “functionalized” to perform targeted interactions. The need, application, limitations, and ethical issues for these topics are covered through a multimodal approach of lecture, lab, presentations, group discussions and interactive modules. Offered Semester I (Fall), annually.

BTEC 222 Emerging Laboratory Techniques* (4 semester hours)

Prerequisites: Either BTEC 170 and/or BIOL 101, CHEM 150 , BIOL 320 or permission of instructor

Corequisites: None

Description: This course covers the planning, execution and implementation of experimental design, the first step toward independent research. The problem areas covered center primarily on abstract principles that are difficult to convey in the standard lecture format. Accordingly, this course is laboratory intensive – 6 laboratory hours per week - with visual and hands-on experiments used to reinforce concepts. Offered as needed.

BTEC 235 Applied Cell and Agro Culture* (4 semester hours)

Prerequisites: CHEM 210 and BIOL 280

Corequisites: None

Description: The fields of biology, biochemistry, molecular biology and biotechnology are increasingly dependent on growing and experimenting with cells in culture. At one time, animal models predominated, but today cell culture is becoming ever important. This course offers a concise, practical guide to the basic essentials of the techniques used in modern cell culture laboratory. Offered Semester II (Spring), even-numbered years.

BTEC 298 Project I (3 semester hours)

Prerequisites: SEMR 200, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor, and a minimum of 40 earned semester hours

Corequisites: None

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. Offered as needed.

BTEC 350 Biotechnology Techniques* (4 semester hours)

Prerequisites: CHEM 150 and 160, BIOL 101 and 280

Corequisites: None

Description: This course develops the skills, competencies, and fundamentals of research procedures in biotechnology. The student is exposed to a variety of relevant biotechnology techniques in the laboratory at research or commercial centers. Offered Semester I (Fall), annually.

BTEC 351 Biotechnology Applications* (4 semester hours)

Prerequisites: CHEM 150, BIOL 101, 280 and 320

Corequisites: None

Description: This laboratory-intensive course examines the various applications in the field of biotechnology at a molecular level, which aids the understanding of cellular mechanisms. The power, limitation, proper use and theoretical framework around biotechnology applications are explored. Biotechnology-related workforce growth, and the area corporations involved in this field, provide case study illustrations. Offered Semester II (Spring), annually.

BTEC 361 Food Biotechnology Seminar (1 semester hour)

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

Description: This course reviews advances and applications in the field of food biotechnology. Class activities include primary article reviews, internet research, critiquing of research articles and presentations on topics from food biotechnology such as safety and quality issues with the food industry and applications of food technology in the food safety and quality protocols. Offered Semester II (Spring), annually.

BTEC 362 General Biotechnology Seminar (1 semester)

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

Description: This course reviews newsworthy advances and application in the field of biotechnology. Class activities include primary article reviews, internet research, critiquing of research articles and

presentations on topics from general biotechnology, such as the ethics of biotechnology. Offered Semester II (Spring), annually.

BTEC 363 Nanobiotechnology Seminar (1 semester)

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

Description: This course reviews newsworthy advances and applications in the field of biotechnology. Class activities include primary article reviews, internet research, critiquing of research articles and presentations on topics from nanobiotechnology such as applications of nanobiotechnology and regulatory issues for use of nanobiotechnology. Offered Semester II (Spring), annually.

BTEC 365 Internship (3 semester hours)

Prerequisites: SEMR 300 or permission, an approved learning contract, permission of Office of Experiential Programs, designation of an appropriate faculty advisor, and a site supervisor

Corequisites: None

Description: An internship allows the student to put theory into practice. The student applies classroom experiences to the workplace at an off-site placement, where ideas are tested and competencies and skills are developed. Throughout the internship, the student works regularly with a faculty supervisor, the Office of Experiential Programs, and a site supervisor who guide the learning process. The student integrates the collective observations, analyses, and reflections of this experiential team into an internship portfolio that showcases the accomplishments of the experience. The unique portfolio is constructed throughout the internship, and represents the evolutionary and dynamic nature of the learning process. Offered as needed.

BTEC 370 Genetically Modified Foods (3 semester hours)

Prerequisites: BTEC 170, CHEM 150, BIOL 101, 280, 320

Corequisites: None

Description: This course explores the impact of plant and animal biotechnology on food nutrition and provides an understanding of the techniques and methods in genetically-modified food products. The advantages and disadvantages of genetically modified foods are explored, in addition to cultivation, production, processing, and manufacturing concerns that are related to genetically modified foods. A broad knowledge of the current laws governing use of genetically modified foods, the ethical issues surrounding production of these foods, and the global impact of those laws will be studied. Offered Semester II (Spring), even-numbered years.

BTEC 371 Food Science and Technology* (4 semester hours)

Prerequisites: BIOL 101 and CHEM 150

Corequisites: None

Description: This course explores the fundamental principles of food science including the nature of foods, causes of deterioration, and related advances in technology used in food processing, production, and preservation. The student becomes familiar with the types of micro-organisms that are utilized in the food industry, in addition to the control and prevention of food-borne illnesses through biotechnology and quality-control case studies. Offered Semester I (Fall), annually.

BTEC 380 Special Topics in Biotechnology (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course covers emerging topics in biotechnology. It is an in-depth study of a selected specialized area of biotechnology and the content varies by semester. Offered as needed.

BTEC 390 Directed Study (1 to 4 semester hours)

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

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. A directed 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. Offered as needed.

BTEC 401 Biosensor Technology * (4 semester hours)

Prerequisites: Permission of instructor

Corequisites: None

Description: The course covers aspects such as: what is a biosensor, the types of biosensors, and how to develop a specific assay for a specific detection system. Also covered are the major techniques used in developing and functionalizing nanoparticles for specific biosensor assays. Applications of biosensor technology in medical diagnostics, environmental monitoring, bioremediation and quality control in the food industry are reviewed. Offered Semester I (Fall), annually.

BTEC 420 Food Safety and Quality Assurance (3 semester hours)

Prerequisites: BIOL 101, CHEM 150 or permission of instructor

Corequisites: None

Description: This course explores the fundamental principles of food quality assurance and quality control based on the principles of Safe Quality Foods (SQF) and Hazard Critical Control Point (HACCP) planning. The student becomes familiar with the seven HACCP principles for controlling food safety within the food processing, production, and manufacturing environments. In addition, the student learns basic and advanced principles for safely managing quality assurance and quality control (QA/QC) within the food industry. Offered Semester II (Spring), annually.

BTEC 498 Project II (3 semester hours)

Prerequisites: BTEC 298, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor

Corequisites: None

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. Offered as needed.

*Three hours of lecture, three hours of laboratory per week.

CHEMISTRY (CHEM)

CHEM 150 General Chemistry I* (4 semester hours)

Prerequisites: MATH 120

Corequisites: None

Description: This course with laboratory provides a general introduction to atoms and molecules, stoichiometry, states of matter, solutions, reactions, kinetics and equilibrium which serve as a prerequisite for advanced courses. Offered Semester I (Fall), annually.

CHEM 160 General Chemistry II* (4 semester hours)

Prerequisites: C or higher in CHEM 150 or permission of instructor

Corequisites: None

Description: A study of chemical principles including acid/base chemistry, bonding, thermodynamics and electrochemistry. Offered Semester II (Spring), annually.

CHEM 200 Environmental Chemistry I (3 semester hours)

Prerequisites: C or higher in CHEM 150 or permission of instructor

Corequisites: None

Description: An introductory investigation of current concerns and problems dealing with chemistry of the environment. Chemistry of the atmosphere, biosphere and hydrosphere are examined and discussed. Offered Semester I (Fall), even-numbered years.

CHEM 210 Organic Chemistry I* (4 semester hours)

Prerequisites: C or higher in CHEM 160 or permission of instructor

Corequisites: None

Description: This course with laboratory is designed as a first-level introduction to the carbon-based reactions involved in life chemistry. The course focuses on the nomenclature, structure and fundamental basis for reactivity of organic compounds. It sets a background for advanced study in forensic or environmental chemistry and biochemistry. Offered Semester I (Fall), annually.

CHEM 220 Organic Chemistry II* (4 semester hours)

Prerequisites: C or higher in CHEM 210 or permission of instructor

Corequisites: None

Description: This course builds upon the principles learned in the first course and is designed to provide a foundation in the fundamentals of organic compounds, their structures, reactions, and underlying reaction mechanisms. Offered Semester II (Spring), annually.

CHEM 310 Environmental Chemistry II* (4 semester hours)

Prerequisites: CHEM 200 or permission of instructor

Corequisites: None

Description: This laboratory-intensive course addresses specific topics related to environmental chemistry; specifically, the transport of chemicals and energy amongst soil, air and water phases, rates of movement of solutes, and the chemical impact to biological systems. This is an advanced course specifically tailored for those in the integrative sciences program of study or those with specific interest in environmental chemistry. This course is required for the environmental chemistry concentration. Offered Semester II (Spring), odd-numbered years.

CHEM 320 Bio-Organic Chemistry (3 semester hours)

Prerequisites: CHEM 150, 160, 210, 220

Corequisites: None

Description: This course is designed as an advanced undergraduate study of the structure and reactivity of carbon-based bio-molecules. Approximately one-half of the course is devoted to a description of the structure and chemical properties of bio-organic compounds. The second half of the course draws upon the concepts from organic and inorganic chemistry in order to investigate enzymatic reactions and metabolism. Offered Semester I (Fall), odd-numbered years.

CHEM 340 Forensic Chemistry* (4 semester hours)

Prerequisites: CHEM 220

Corequisites: None

Description: This course surveys the applications of science in a criminal investigation with a laboratory-based examination of the methods and analyses of forensic science from a fundamental chemical perspective. The course focuses primarily on how physical evidence is located at crime scenes and how evidence samples are processed in the crime lab. Offered Semester II (Spring), even-numbered years.

CHEM 380 Special Topics in Chemistry (3 semester hours)

Prerequisites: Consent of the instructor and academic advisor

Corequisites: None

Description: This course covers topics in chemistry. It is an in-depth study of a selected specialized area and the content varies by semester. Offered as needed.

CHEM 410 Physical Chemistry (3 semester hours)

Prerequisites: CHEM 220

Corequisites: None

Description: Physical chemistry is a demanding interdisciplinary subject in which physics and mathematics are applied to chemical systems. This course covers topics in chemical equilibrium and thermodynamics. Offered Semester II (Spring), odd-numbered years.

CHEM 420 Inorganic Chemistry (3 semester hours)

Prerequisites: CHEM 210

Corequisites: None

Description: This course provides the student a general overview of inorganic chemistry. The relationship between structure, bonding and reactivity of transition metals is a primary focus. Offered Semester I (Fall), odd-numbered years.

*Three hours of lecture, three hours of laboratory per week.

COMMUNICATION (COMM)**COMM 110 Speech** (3 semester hours)

Prerequisites: ENGL 105 or ENGL 106

Corequisites: None

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. Offered each semester, annually.

COMM 225 Cinema Studies (2 semester hours)

Prerequisites: ENGL 105 or ENGL 106, COMM 110, GEND 101 and 30 or more semester hours

Corequisites: None

Description: This survey course investigates major movies, historical events, schools of thought, and developments in the history of film and mass communication. Through readings, lectures, and independent research, the student focuses on the relationships between history, technology, and media development and explores the impact motion media and mass communication have on society and the economy. Semester I (Fall), annually.

COMPUTER AND INFORMATION SCIENCES (CISC)**CISC 050 Information Technology Innovation** (3 semester hours)

Prerequisites: None

Corequisites: None

Description: A survey course reviewing major innovations over the last 100 years that have created the world we live in today, as well as an examination of the possible future given additional major advances over the next 50 to 100 years. The course describes what information technology innovation means for everyday life, for raising children, for having a career, for earning a living and fully participating in society. *Limited to the College in High School student. Credits do not count toward graduation requirements.* Offered as needed.

CISC 100 Lego Robotics Programming (3 semester hours)

Prerequisites: Two years of high school algebra or equivalent

Corequisites: None

Description: This course provides an introduction to mobile robots and the fundamental concepts of programming by using Lego Mindstorms RCX robots. Lectures are followed by hands-on exercises performed in groups, where creativity is a key component. The primary goal is to obtain both visual and textual programming skills while promoting social aptitudes such as leadership and teamwork. Offered Semester III (Summer), annually.

CISC 105 Introduction to Game Modding (1 semester hour)

Prerequisites: Two years of high school algebra or equivalent

Corequisites: None

Description: Many video game companies are actively promoting “modding” (the modification of existing video games, a trend sweeping the industry. This course is a mix of game design and game play. Skills needed to create maps, import models, and mod nearly every aspect of the game experience are taught. Once completed, the student leaves with the latest tips and tricks to begin a career path in game design and development. Offered Semester I (Fall), even-numbered years.

CISC 120 Programming Fundamentals I (4 semester hours)

Prerequisites: Two years of high school algebra or equivalent

Corequisites: Intermediate algebra

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. Offered each semester.

CISC 160 Programming Fundamentals II (4 semester hours)

Prerequisites: CISC 120

Corequisites: None

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

CISC 210 Communication Networks (4 semester hours)

Prerequisites: CISC 120

Corequisites: None

Description: This course introduces the essential terminology, elements and architecture of communication networks, data communication systems, server management, network administration, data integrity and network security. Topics include communication network principles, network administration, web servers, web site management, Internet and network programming, ISO, TCP/IP models, programming web and network applications, introduction to network security, wireless technologies and mobile computing. The student is expected to develop a significant programming project in this area. Offered Semester I (Fall), annually.

CISC 230 Computer and Network Security (4 semester hours)

Prerequisites: CISC 120

Corequisites: None

Description: The essential issues in computer (digital) and network security are covered. Topics include viruses, Internet worms, computer crime, web server security, denial of service attacks, authentication protocols, firewalls, Trojan horses, intrusion detection, data encryption methods, public key cryptography (RSA, DES), email viruses, attachments, spy ware, digital homeland security and issues in wireless technologies and mobile computing. The student is expected to develop a significant programming project in this area. Offered Semester II (Spring), annually.

CISC 240 Operating Systems (4 semester hours)

Prerequisites: CISC 120

Corequisites: None

Description: This course provides an introduction to the design and implementation of operating systems. The student is exposed to different operating systems on various computer platforms and is expected to develop a significant operating system programming project in this area. Topics include operating systems principles, computer architecture, concurrency threads, CPU scheduling and dispatching, memory management techniques, computer security and system administration using Windows XP, Unix and Linux. Offered Semester I (Fall), annually.

CISC 250 Video Production I (2 semester hours)

Prerequisites: CISC 120, COMM 225

Corequisites: None

Description: This course lays the foundation for skills in shooting video: synthesizing the composition and producing video communications, story planning, audio and narration planning and recording, video editing, and project scheduling. Project activities focus on developing effective communications that can be deployed on physical media (CD/DVD or digital videotape), or in an online environment. Offered Semester II (Spring), annually.

CISC 251 Video Production II (2 semester hours)

Prerequisites: CISC 250

Corequisites: None

Description: This course builds on digital video production skill development. The student uses visual design principles, motion graphics, sound design, and creative camera techniques and editing to produce client-based projects. This course also includes considerable training on the use of studio equipment, including its care and maintenance. Offered Semester I (Fall), annually.

CISC 260 Programming Techniques (4 semester hours)

Prerequisites: CISC 160

Corequisites: None

Description: This course is a systematic study of programming languages and algorithms organized around the unifying concept of data and code abstraction. Emphasis is placed on ADT-based and object-oriented design, incremental development and testing, and comparison of data structure implementations. Topics include programming paradigms, programming language comparisons, functional programming scripting languages, objects, algorithm design and analysis, trees, graphs, sorting and searching. Offered Semester II (Spring), odd-numbered years and Semester III (Summer), annually.

CISC 280 Encryption Technologies (4 semester hours)

Prerequisites: CISC 120 and MATH 310

Corequisites: None

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

CISC 290 Introduction to New Media Design (4 semester hours)

Prerequisites: CISC 120

Corequisites: None

Description: This course introduces the essential topics in visual computing, graphics and multimedia. Emphasis is placed on programming and use of graphical content. Topics include graphic user interface (GUI) programming, human-computer interfacing, three-dimensional graphics programming, computer animation, image manipulation, window programming, mouse, events, video manipulation, multimedia and virtual reality. Offered Semester II (Spring), annually.

CISC 298 Project I (3 semester hours)

Prerequisites: SEMR 200, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor, and a minimum of 40 earned semester hours

Corequisites: None

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. Offered as needed.

CISC 300 Web Technologies (4 semester hours)

Prerequisites: CISC 120 or MEBA 210

Corequisites: None

Description: The student studies, explores and designs a website using static as well as dynamic content. The student experiments with the latest developments in web technologies and web services. Coursework is accomplished both individually and in teams to build, launch, and market a website for a community member or as a university project. This course includes an interactive programming component utilizing an Object-Oriented Programming Language. Offered Semester II (Spring), odd-numbered years.

CISC 310 New Media Design (4 semester hours)

Prerequisites: CISC 290, 300

Corequisites: None

Description: The fundamental theory and practice of new media is explored in this course. It prepares the student for creative expression and technology application in all aspects of multimedia for effective message communication, whether it is for a specific product, a game or entertainment site, instruction, or eCommerce. New and emerging interactive digital media is used to create, store, transmit and sell products and services. The student may work on a project to enhance a local employer to recruit and expand business. Offered Semester I (Fall), odd-numbered years.

CISC 315 Media Arts and Animation (2 semester hours)

Prerequisites: CISC 310, COMM 225

Corequisites: None

Description: Media arts and animation is used in various industries including architecture, television, advertising, education, and forensics. Skills needed in the media arts and animation industry include design, illustration, compositing, and three-dimensional computer modeling. Additionally, the student improves skills in story development, background and layout design, and special effects. This interactive course utilizes industry-related technology and software. Offered Semester II (Spring), annually.

CISC 320 Computer Forensics (4 semester hours)

Prerequisites: CISC 230, 240

Corequisites: None

Description: This course provides the student with a unique hands-on experience in digital forensics using case studies. Emphasis is placed on computer incident responses and security risk assessments. Technical and legal issues regarding computer evidence are also covered since they have a bearing on both the computer incident response and the investigation. Computer evidence preservation is stressed using cross-validation of forensic tools and the documentation of computer evidence findings. Computer evidence processing methodologies and practices are also learned to combat legal challenges against the admissibility of computer-related evidence. Offered Semester II (Spring), odd-numbered years.

CISC 340 Intellectual Systems and Artificial Intelligence (4 semester hours)

Prerequisites: CISC 160, 260

Corequisites: None

Description: This course introduces intellectual issues and intelligent systems in the computer field. Topics include: Fundamentals of intelligent systems, artificial intelligence (AI), AI search strategies, knowledge representation, privacy issues and civil liberties, intellectual property, digital copyrights and patent issues, social and ethical issues, intelligent (Internet) agents, intelligent manufacturing systems, and robotics. Offered Semester I (Fall), even-numbered years and Semester II (Spring), annually.

CISC 350 Database Security Management (4 semester hours)

Prerequisites: CISC 230, MATH 310

Corequisites: None

Description: This course focuses on design principles of trusted computing bases (TCB). Issues regarding authentication, access control and authorization, discretionary and mandatory security policies, secure kernel design, secure operating systems, and secure databases will be covered from a systems architecture perspective. Emphasis is placed on the design of security measures for critical information infrastructures. Another focus is on the design and implementation details of secure data storage. Emphasis is also placed on multi-level security in database systems, covert channels, and security measures for relational and object-oriented database systems. Offered Semester I (Fall), even-numbered years.

CISC 365 Internship (3 semester hours)

Prerequisites: SEMR 300 or permission, an approved learning contract, permission of Office of Experiential Programs, designation of an appropriate faculty advisor, and a site supervisor

Corequisites: None

Description: An internship allows the student to put theory into practice. The student applies classroom experiences to the workplace at an off-site placement, where ideas are tested and competencies and skills are developed. Throughout the internship, the student works regularly with a faculty supervisor, the Office of Experiential Programs, and a site supervisor who guide the learning process. The student integrates the collective observations, analyses, and reflections of this experiential team into an internship portfolio that showcases the accomplishments of the experience. The unique portfolio is constructed throughout the internship, and represents the evolutionary and dynamic nature of the learning process. Offered as needed.

CISC 370 Ethical Hacking (4 semester hours)

Prerequisites: CISC 120, MATH 210

Corequisites: None

Description: Teaching the student how to hack is a legitimate means of identifying a company's network weaknesses and can be an effective component of computer security. This course introduces the student to the role of an ethical hacker and the essential hacking technologies required. The different phases involved in hacking are exploited. The student is introduced to the techniques of penetration testing, intrusion testing, and red-teaming. The student also learns of the legal considerations for working as an ethical hacker. Offered Semester I (Fall), odd-numbered years.

CISC 380 Special Topics in Computer Science (3 semester hours)

Prerequisites: Consent of the Instructor and Academic Advisor

Corequisites: 60 credit hours completed

Description: This course covers emerging topics in Computer and Information Science. It is an in-depth study of a selected specialized area of Computer and Information Science and the content varies by semester. Offered Semester I (Fall), odd-numbered years and Semester III (Summer), annually.

CISC 385 Game Design (4 semester hours)

Prerequisites: CISC 290

Corequisites: None

Description: This is a studio course that explores and teaches the principles, mechanics and processes of game design. The student will learn the fundamental philosophies of game design and how to apply them to various entertainment and educational projects. The tips, tools, and techniques taught in this course exist to provide practical resources needed to develop skills and strategies for individuals interested in exploring careers in the game design industry. Offered Semester I (Fall), even-numbered years.

CISC 390 Directed Study (1 to 4 semester hours)

Prerequisites: CISC 120 and a minimum of 60 earned semester hours

Corequisites: None

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. A directed 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. Offered as needed.

CISC 410 Information Technology Project Management (4 semester hours)

Prerequisites: CISC 260 or MEBA 310 and a minimum of 60 earned semester hours

Corequisites: None

Description: This course introduces the student who has a background in computers and information sciences to a variety of skills and roles of the IT project manager. The basic techniques of project management are learned, from setting goals and objectives through managing selection of IT support products and procurement. Offered Semester II (Spring), even-numbered years.

CISC 420 New Media Production (4 semester hours)

Prerequisites: CISC 310

Corequisites: None

Description: This course covers advanced multimedia applications, extending the previously learned multimedia and visual computing. The course uses experiential learning through the investigation of realistic 3D virtual worlds. Attention is paid to the addition of other multimedia elements, such as audio content, and the effectiveness of overall three-dimensional content is examined. Offered Semester II (Spring), even-numbered years.

CISC 430 Software Engineering (4 semester hours)

Prerequisites: CISC 210, 230, 260

Corequisites: None

Description: This course introduces object-oriented software engineering concepts, methodologies and tools, requirements analysis and specifications, with the design and implementation of a software development process using UML. Topics include: software design, using API's, software tools and environments, software requirements and specifications, software project management tools, software testing and reliability, and software validation. The student is expected to develop a significant programming project in this area. Offered Semester I (Fall), odd-numbered years.

CISC 440 Wireless Security Management (4 semester hours)

Prerequisites: CISC 210, 230 and 60 credit hours completed

Corequisites: None

Description: This course exposes the student to authentication, access control, and auditing (the 3As), which are the fundamental mechanisms required in enterprise security management for countering the various types of threats on wireless based systems. The student is presented with an approach to managing enterprise security policies using wireless devices in order to effectively monitor and defend trusted domains. Specifically, the student will describe security architecture for designing and implementing a wireless-enabled solution for enterprise security management. Offered Semester I (Fall), odd-numbered years.

CISC 450 Risk Management and Security Analysis (4 semester hours)

Prerequisites: CISC 350

Corequisites: None

Description: This course integrates knowledge accumulated from the prerequisites and serves as a

capstone for the concentration in Computer Security. Attention is focused on the techniques for protecting critical information infrastructures and the process of identifying the risk to data and information using case studies, application development, and systems assessment. Offered Semester II (Spring), even-numbered years.

CISC 460 Information Management and Database Design (4 semester hours)

Prerequisites: CISC 210, CISC 260

Corequisites: None

Description: This course introduces the physical and logical organization of databases, data retrieval languages, relational database languages, security and integrity, concurrency, distributed databases, and web access to database information. Emphasis is on software design using a relational database management system. Topics include: information systems, database management systems, relational databases, database design, query languages (SQL), data warehousing, data mining, database security, web site architecture and development (with database access.) The student is expected to develop a significant programming project in this area. Offered Semester II (Spring), even-numbered years.

CISC 498 Project II (3 semester hours)

Prerequisites: CISC 298, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor

Corequisites: None

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. Offered as needed.

ENGLISH (ENGL)

ENGL 005 College Composition Recitation (0 semester hours)

Prerequisites: Placement by assessment

Corequisites: ENGL 105

Description: This course is offered as a companion to ENGL 105 for the student that requires improvement of college-level composition skills and serves as an opportunity to develop the foundations necessary to succeed in subsequent courses. Offered each semester, annually.

ENGL 006 Academic Writing and Critical Thinking Recitation (0 semester hours)

Prerequisites: Placement by assessment

Corequisites: ENGL 106

Description: This course is offered as a companion to ENGL 106 for the student that requires improvement of college-level writing ability and serves as an opportunity to develop the foundations necessary to succeed in subsequent courses. Offered each semester, annually.

ENGL 100 Composition and Literature (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course is designed to develop the student's ability to write by interpreting works of literature. The student is challenged to read literature so as to cogently explain how the use of literary techniques develops meaning and creates style and theme. Literature from various cultures, genres and periods of time are examined. In addition, this course will develop expository, argumentative,

and research-based writing skills. *Limited to the College in High School student.* Offered Semester I (Fall), as needed.

ENGL 101 Composition Fundamentals (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course is designed to develop composition skills and usage of different genres. The student is challenged to reflect, create drafts, evaluate revisions and submit a variety of writing forms. *Limited to the College in High School student.* Offered Semester II (Spring), as needed.

ENGL 105 College Composition (3 semester hours)

Prerequisites: Placement by assessment

Corequisites: ENGL 005

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. Offered each semester, annually.

ENGL 106 Academic Writing and Critical Thinking (3 semester hours)

Prerequisites: Placement by assessment

Corequisites: ENGL 006

Description: This course introduces the student to academic writing expectations and techniques for reading critically, researching effectively, and writing persuasively. The student learns to use critical thinking as a tool for composition development. Writing assignments are to be completed according to a deadline with a goal of improving expanded thought and technical writing. Offered each semester, annually.

ENGL 200 Advanced Composition and Technical Writing (3 semester hours)

Prerequisites: Minimum of 30 earned semester hours including GEND 101, ENGL 105 or 106 and COMM 110

Corequisites: None

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. Offered each semester, annually.

ENGL 300 English Language Literature (3 semester hours)

Prerequisites: ENGL 105 or 106

Corequisites: None

Description: This course covers original literature written in the English language. The student studies the exemplary works of literary genres, the author(s), elements of the genre, and the historical context within which the genres developed, in order to understand the connection between the works in a genre and that the history of people leads to such a body of work. Offered Semester II (Spring) and Semester III (Summer), annually.

ENGL 380 Special Topics (1-6 semester hours)

Prerequisites: Placement by assessment

Corequisites: None

Description: This course covers topics related to composition, literature or language arts. It is an in-depth study of a selected specialized area and the content varies by semester. Offered as needed.

ENVIRONMENTAL SCIENCE (ENVS)

ENVS 101 Introduction to Environmental Science* (4 semester hours)

Prerequisites: None

Corequisites: None

Description: Environmental science is the study of natural ecosystems, human impacts on the environment, and sustainable management of the Earth's resources. Processes of the physical and biological environment are used as a basis for consideration of current environmental issues. Topics covered include: energy consumption and global warming, water and air pollution, waste management, impacts of deforestation on biodiversity and other environmental changes occurring on a global scale. Offered Semester I (Fall), annually.

ENVS 201 Introduction to Geology (3 semester hours)

Prerequisites: ENVS 101

Corequisites: None

Description: This course is designed to give the student a tour through the planet Earth; from the inside to the outside and from the past to the present. The large-scale structure of the Earth, formation of mountains, explosive processes like volcanoes, earthquakes, and how water, glaciers, and other weather processes can shape the landscape are covered. Offered Semester I (Fall), odd-numbered years.

ENVS 211 Introduction to Renewable Energy Systems (3 semester hours)

Prerequisites: ENVS 101

Corequisites: None

Description: This course is an introduction to renewable energy. Topics include photovoltaics, solar thermal systems, green building, fuel-cells, hydrogen, wind power, waste heat, biofuels, wave power, tidal power and hydroelectric. Discussions of environment and social policy are integral components of the course. Offered Semester II (Spring), annually.

ENVS 301 Global Change: Physical Processes and Human Impact (3 semester hours)

Prerequisites: ENVS 101, 211

Corequisites: None

Description: This course examines the physical processes and the human impact of global climate change. The physical, chemical and biological cycles contributing to global change are covered with the study of the recent explosive growth of the human population, and the impacts on land, air, and water resources and on biological diversity produced by human advances in technology and society. Offered Semester I (Fall), even-numbered years.

ENVS 302 Environmental Regulation and Management (3 semester hours)

Prerequisites: ENVS 101, 211

Corequisites: None

Description: This course covers the fundamental approaches of managing, land, air and water resources for environmental protection and pollution control. The course also covers compliance with environmental laws, regulations and policies currently in effect. Offered Semester I (Fall), odd-numbered years.

ENVS 350 Ecosystem Management and Restoration* (4 semester hours)

Prerequisites: BIOL 302, INSC 310

Corequisites: None

Description: The student is introduced to ecosystem management through both lecture and field studies, with introductions to impacted, restored and managed areas. This course investigates ideas

and concerns of ecosystems through basic theories to discussions of case studies. Local areas of consideration and concern will be visited and assessed using techniques introduced through course materials. The student is expected to be well-versed to argue for or against various corrective actions, depending on different views and interests. Several protection groups and their goals, both inside and outside of government are discussed. Successful ecosystem restoration requires a balance between site conditions and needs, as well as human impact and use necessities. The course also includes the “human factors” of economics, politics and tradition in finding working solutions for management. Offered Semester II (Spring), even-numbered years.

ENVS 380 Special Topics in Environmental Science (3 semester hours)

Prerequisites: Consent of the instructor and academic advisor

Corequisites: None

Description: This course covers topics in environmental science and renewable energy. It is an in-depth study of a selected specialized area and the content varies by semester. Offered as needed.

ENVS 401 Environmental Modeling (3 semester hours)

Prerequisites: ENVS 101, 211 and MATH 120, 220

Corequisites: None

Description: This course uses environmental model environmental models to examine environmental policies. An introduction to basic modeling ideas, including the systems modeling approach, model formulation, prediction and validation are learned. Offered Semester II (Spring), even-numbered years.

*Three hours of lecture, three hours of laboratory per week.

GENERAL EDUCATION (GEND)

GEND 050 Humans as Learners (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course teaches study skills, time management techniques, teamwork, test-taking techniques, and prioritization of activities. The student learns what it means to synthesize an experience and develop a conclusion with an informed point-of-view through a high-level review of psychological theories on learning and experiential practice sessions. *Limited to the College in High School student. Credits do not count toward graduation requirements.* Offered as needed.

GEND 101 The Creative Mind (6 semester hours)

Psychology, Sociology, and English Literature

Prerequisites: None

Corequisites: None

Description: This is a course about learning and creativity that draws from three fields of study: psychology, sociology and literature. More specifically, the themes of learning and creativity from the perspective of self, group, and community are addressed in-depth. Offered Semester I (Fall) and Semester II (Spring), annually.

GEND 111 The Scientific Mind (6 semester hours)***Natural Sciences and Philosophy***

Prerequisites: GEND 101

Corequisites: None

Description: This course assists the student to understand his or her place in the observation and interpretation of the natural world by drawing from three fields of study: the philosophy of science and the natural sciences. More specifically, the study of cosmology, astronomy, chemistry, physics and biology in this course includes a discussion of how research in these areas are influenced or were influenced by history, religion, politics, and even entertainment. Offered Semester II (Spring) and Semester III (Summer), annually.

GEND 150 The Learned Mind (6 semester hours)***Introduction to Philosophy and English Literature***

Prerequisites: COMM 110 and ENGL 105 or 106

Corequisites: None

Description: This course introduces the student to the readings and study of philosophy. This learning opportunity includes reading and reflecting on the great philosophies of modern history and, through a study of the people and their writings (literature), the student learns to appreciate the power of the written word. The student is exposed to a large number of writings and learn to carefully critique both the approach and manner of writing. Offered Semester II (Spring), annually and Semester III (Summer), odd-numbered years.

GEND 201 The Civic Mind (6 semester hours)***U.S. or World History, U.S. or World Politics, and Macroeconomics***

Prerequisites: GEND 101, 111

Corequisites: None

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. Offered Semester II (Spring) and Semester III (Summer), even-numbered years.

GEND 225 Cinema Studies (2 semester hours)

Prerequisites: ENGL 105 or 106, COMM 110, GEND 101 and 30 or more semester hours

Corequisites: None

Description: This survey course investigates major movies, historical events, schools of thought, and developments in the history of film and mass communication. Through readings, lectures, and independent research, the student will focus on the relationships between history, technology, and media development and explore the impact motion media and mass communication have on society and the economy. Offered Semester I (Fall), annually.

GEND 251 The Political Mind (6 semester hours)***International Governing Institutions and Global Health, Energy, Poverty, and Security***

Prerequisites: GEND 111, 201

Corequisites: None

Description: This course introduces the student to a wide spectrum of critical global issues in governance, energy, health, poverty and security. The primary objective of the course is to encourage the student to learn about international issues that affect global communities at different levels. The role of international institutions, intergovernmental and non-governmental organizations that

promote globalization, environmental issues, trade, international finance, peace and human rights are covered. Offered Semester I (Fall), annually.

GEND 275 Gender and Society (3 semester hours)

Prerequisites: ENGL 105 or 106

Corequisites: None

Description: This course explains how gender affects people's lives in a variety of ways. Most people consider gender the learned or social differences between girls and boys, and women and men. Gender is a variable, and members of both sexes can vary in the extent to which they conform to gender roles and expectations. The course reviews the impact of gender on education, science, language, employment, history and politics. Offered as needed.

GEND 300 The Cultured Mind (6 semester hours)

World Cultures and Art

Prerequisites: GEND 101

Corequisites: None

Description: This course integrates the study of culture and art and introduces the student to a global and comparative study of culture as a key to understanding human behavior in different societies. The formation and application of art and culture is studied in relation to the impact of religious belief and tradition in different societies. The course explores similarities and differences in the world's major cultures and attempts to pinpoint the impacts on social institutions and human behavior. Offered Semester III (Summer), annually.

GEND 351 Organizational Mind (6 semester hours)

Organizational Theory, Leadership and Microeconomics

Prerequisites: GEND 101 and COMM 110

Corequisites: None

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. Offered Semester I (Fall), annually and Semester III (Summer), odd-numbered years.

GEND 400 The Entrepreneurial Mind (3 semester hours)

Business and Social Entrepreneurship

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

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. Offered Semester II (Spring), annually.

GEND 425 Globalization (3 semester hours)***Trade and Finance***

Prerequisites: Minimum of 60 semester hours completed

Corequisites: None

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 institutions that promote issues related to human well-being and security.

Offered Semester I (Fall), even-numbered years.

GEND 450 The Healthy Mind and Body (3 semester hours)***Personal and Environmental Health***

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

Description: This course provides the foundation for a study of various current health issues. The student will investigate 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. Offered Semester I (Fall), annually.

GEND 465 Professional Ethics (3 semester hours)***Moral, Ethical and Professional Decision-making***

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

Description: This course covers contemporary concepts and fundamental issues in moral, ethical, and professional decision-making. Through case analysis, the course organizes and maintains study around topics such as professional client relations, confidentiality, professional dissent, and professional virtue in a professional setting. The course will also concentrate on the theme of corporate social responsibility and will probe how companies craft a balance between increasing profit and improving the welfare of society, promoting sustainable economic development, and committing themselves to fair trade. Offered Semester II (Spring), annually.

GEOSPATIAL TECHNOLOGY (GSTC)**GSTC 130 Applied Geography** (4 semester hours)

Prerequisites: None

Corequisites: None

Description: This course has three specific ways of looking at the geography of the world: 1) world geography – where regions and environments of the world are examined; 2) applied geography - which focuses on applying geography to cultural, economics, political and environmental topics; and 3) how modern geospatial technology is changing the way geographic information is studied and used. Laboratories include mapping and place name exercises for world geography, field work and research for applied geography topics, and spatial data collection and computer analysis for geospatial technology. Offered Semester I (Fall), annually.

GSTC 140 Introduction to GIS (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course focuses on the concepts of geospatial technology, which are topology, projections, data modeling and spatial operations managed by geographic information systems (GIS). The course includes lectures on GIS concepts and usage and laboratory exercises designed to

introduce the student to the basic functionality of GIS. GIS exercises include data capture, storage, query, analysis, display and output using ArcView software as well as introduce Open Source software alternatives. The course also introduces the student to other geospatial technology, such as global positions systems (GPS) and remote sensing. Offered Semester II (Spring), annually.

GSTC 210 Cartography (3 semester hours)

Prerequisites: GSTC 140

Corequisites: None

Description: The presentation of data is both an art and a science. The student uses GIS to produce high-quality maps that expose complex spatial information and relationships in a clear and easy-to-understand display. Cartographic concepts and techniques, used to create not only hard copy printed maps but also prepare cartographic data for modern devices such as web pages and digital media, are explored. The class emphasizes laboratory work and a final project that uses GIS from an initial map concept, through data collection and analysis, to a final product. Offered Semester II (Spring), annually.

GSTC 220 Applied Geospatial Technology (4 semester hours)

Prerequisites: GSTC 140

Corequisites: None

Description: This course bridges the gap between the concepts and tools introduced in GSTC 140 and the more advanced functions of ArcEditor/ArcInfo, including spatial operations and data modeling. The student integrates diverse datasets, creates methodologies for data conversion/migration, and develops guidelines for spatial data quality control. The course continues to build competency in alternative GIS software solutions including Open Source GIS. Advanced modules of ArcGIS, including Spatial Analyst and 3D Analyst, will be introduced. Offered Semester I (Fall), annually.

GSTC 240 GIS Policy (4 semester hours)

Prerequisites: GSTC 140 and 220

Corequisites: None

Description: Through the use of geospatial technology examples, the current policy on managing data for public administration and public policy is explored. The student will utilize knowledge and skills in geospatial technology to understand the impact and constraints it places on both public and corporate policies. Knowledge of GIS is used to explore emerging public policy, professional standards, ethics, and future directions of geographic data. Offered Semester II (Spring), annually.

GSTC 298 Project I (3 semester hours)

Prerequisites: SEMR 200, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor, and a minimum of 40 earned semester hours

Corequisites: None

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. Offered as needed.

GSTC 340 Advanced Spatial Analysis (4 semester hours)

Prerequisites: GSTC 140 and 220

Corequisites: None

Description: This course focuses on critical evaluation of real world case studies to determine the appropriate spatial data and advanced-level geospatial technology and tools to analyze, replicate and improve upon past solutions. The student works independently and in teams to develop and apply geospatial problem solving skills to a range of real world scenarios. The growing requirement for the integration of GIS and 3-D building information modeling (BIM) for use in facilities management and emergency response is explored. Offered Semester II (Spring), odd-numbered years.

GSTC 365 Internship (3 semester hours)

Prerequisites: SEMR 300 or permission, an approved learning contract, permission of Office of Experiential Programs, designation of an appropriate faculty advisor, and a site supervisor

Corequisites: None

Description: An internship allows the student to put theory into practice. The student applies classroom experiences to the workplace at an off-site placement, where ideas are tested and competencies and skills are developed. Throughout the internship, the student works regularly with a faculty supervisor, the Office of Experiential Programs, and a site supervisor who guide the learning process. The student integrates the collective observations, analyses, and reflections of this experiential team into an internship portfolio that showcases the accomplishments of the experience. The unique portfolio is constructed throughout the internship, and represents the evolutionary and dynamic nature of the learning process. Offered as needed.

GSTC 370 Spatial Software and Database Development (4 semester hours)

Prerequisites: CISC 160 and 230 and GSTC 340

Corequisites: None

Description: This course introduces the student to advanced topics in spatial database and software design and creation. Building on skills acquired in prerequisites in both GIS and computer science, the student uses industry standard tools and technologies to design and create a functioning spatial web application and database. The bulk of the classroom time is spent on a practical project in small groups with guidance from the instructor. The student must submit a final project at the end of the semester. Offered Semester I (Fall), even-numbered years.

GSTC 380 Special Topics in Geospatial Technology (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course covers emerging topics in geospatial technology. It is an in-depth study of a selected specialized area and the content varies by semester. Offered Semester II (Spring), even-numbered years.

GSTC 390 Directed Study (1 to 4 semester hours)

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

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. A directed 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. Offered as needed.

GSTC 460 Satellite Remote Sensing (4 semester hours)

Prerequisites: GSTC 140, 220 and a minimum of 60 earned semester hours

Corequisites: None

Description: Remote sensing through the use of satellites and other aircraft is the science of acquiring and analyzing information about feature or phenomena from a distance. Satellite-borne sensors observe, measure and record the electromagnetic spectrum reflected or emitted by the earth and its environment for subsequent analysis and extraction of the information. Applications for satellite remote sensing include military surveillance, oil, insurance, real estate, transportation, city planning, environmental monitoring and other uses. The student works with raster-based satellite and aerial images to manipulate and analyze the electromagnetic signatures gathered from this technology. Offered Semester I (Fall), odd-numbered years.

GSTC 498 Project II (3 semester hours)

Prerequisites: GSTC 298, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor

Corequisites: None

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. Offered as needed.

INTEGRATIVE SCIENCES (INSC)**INSC 101 Introduction to Laboratory Sciences I** (1 semester hour)

Prerequisites: None

Corequisites: None

Description: This course introduces the student to the laboratory environment where the safe handling of material, equipment, and waste is learned. The course includes an introduction to the sciences, specifically organic and inorganic chemistry, bio-molecules, and ecology. Experiments performed by the student using the periodic table to learn about chemical interactions, chemical synthesis and other principles supplement the course content. The biological content focuses on the links between the chemistry learned and how biology relies on controlled chemistry to function at the cellular level. The course culminates at the ecology level on how species are identified and interact with one another. *Limited to the College in High School student.* Offered as needed.

INSC 102 Introduction to Laboratory Sciences II (1 semester hour)

Prerequisites: INSC 101

Corequisites: None

Description: This course is a continuation of the introduction to the sciences, specifically organic and inorganic chemistry, bio-molecules, and ecology. Experiments performed by the student using the periodic table to learn about chemical interactions, chemical synthesis and other principles supplement the course content. The student learns how to separate, measure, account and record starting materials against what is attained and use equations to predict actual and theoretical yields. Weak acids and bases are also discussed as these principles are extremely relevant to the bio-molecules component. The course relies on mastery of techniques from INSC 101 and those within 102 for an extended ecology project that is planned, modified and executed in the field studying a local ecosystem. *Limited to the College in High School student.* Offered as needed.

INSC 105 Field Studies in Natural Science (3 semester hours)

Prerequisites: None

Corequisites: None

Description: The student is introduced to the natural world in this course through discussion, multimedia and field experience. The exploration of the natural world takes the class from shores of the Susquehanna River to stellar nurseries where new stars and planets are born. The journey together builds the foundation for more intensive studies in science and personal ownership of our own discoveries. Offered Semester II (Spring), even-numbered years.

INSC 115 The Chemistry of Life (3 semester hours)

Prerequisites: None

Corequisites: None

Description: What's Organic about Organic Chemistry? This is one of the many discussions that occurs in the O.C. (Organic Connection). Why is organic chemistry important for a future nurse, lawyer, teacher, scientist or informed citizen? To answer this question, organic chemistry in the context of everyday life is presented. Teamwork and outdoor expeditions keeps the student moving and thinking while studying the chemistry of life. Offered as needed.

INSC 120 The Scientific Method and Public Opinion (3 semester hours)

Prerequisites: None

Corequisites: None

Description: Public opinion is often dictated by preconceived notions, tradition and superstition. This class uses the power of the scientific method, experimental design and statistics to explore some of the things accepted by the public as givens: lunar cycle effects; life, death and holidays; and superstition and old wives' tales. Data-mining techniques are employed, followed by a discussion and application of the appropriate quantitative methods to explore the phenomena under scrutiny. This course has field trips, with one overnight stay. Relations with local hospitals and police officials are developed for access to data. Offered Semester III (Summer), annually.

INSC 140 Introduction to Integrative Science (3 semester hours)

Prerequisites: None

Corequisites: None

Description: Many things live side-by-side with humans, often remaining hidden from day-to-day life yet thriving among homes and city streets. Humanity's reach has been extended through ceaseless questioning and technology to observe the very large and the very small. Telescopes, microscopes, and swarming satellites overhead all assist to understand both the world around us and our place within it. The student is introduced to the natural world through science and science's tools of observation, and will learn to ask the questions which expand the mind and ignite the innate sense of wonder and curiosity. Offered as needed.

INSC 160 Introduction to Forensic Computing (3 semester hours)

Prerequisites: None

Corequisites: None

Description: Computers are increasingly critical to forensic investigations. This course introduces the student to the basics of computer-stored data and methods of hiding, erasing and recovering data from storage media. It also explores the relationship between computer technology and crime scene investigation. Offered Semester II (Spring), odd-numbered years.

INSC 180 Integrative Science (3 semester hours)

Prerequisites: None

Corequisites: None

Description: The student continues the exploration of the natural world through the use of active, collaborative approaches to help connect mechanisms, ideas, patterns, and numeracy measures amongst fields which are often considered to be distinct and separate. The nature of such vital elements as molecules of life, the earth and cosmos, diversity and biodiversity, evolution, and strategies for successful ecosystems will be explored. Offered Semester II (Spring), annually.

INSC 270 Crime Scene Investigation (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This is a fundamental course in forensic death investigations. The areas of specialized focus include the causes, manner, physical circumstances, and mechanisms of both natural and unnatural deaths. Death scenes are examined and investigations reviewed, with evidence pertaining to how people die. In addition, the course looks at the various legal considerations and methods germane to concluding equivocal death determinations. Offered Semester II (Spring), annually.

INSC 298 Project I (3 semester hours)

Prerequisites: SEMR 200, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor, and a minimum of 40 earned semester hours

Corequisites: None

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. Offered as needed.

INSC 310 Conservation Biology (3 semester hours)

Prerequisites: BIOL 305

Corequisites: None

Description: This course covers the importance of biodiversity, causes and consequences of its reduction and the efforts at prevention of its loss. The student becomes familiar with the history of conservation efforts and identifies instances of success and failure. Material includes applications of conservation science to single species, communities or ecosystems. Offered Semester I (Fall), odd-numbered years.

INSC 320 The Study of Disease (3 semester hours)

Prerequisites: BIOL 280, minimum of 45 earned semester hours, or permission of instructor

Corequisites: None

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. Offered as needed.

INSC 335 Field Studies in Ecology (3 semester hours)

Prerequisites: BIOL 280, minimum of 45 earned semester hours, or permission of instructor

Corequisites: None

Description: This course introduces the student to a broad range of subject areas in different subject matter associated with the Chesapeake Bay and its watershed. During the week-long field course, the ecologically-rich area is visited and studied. Historic and economically important sites are also visited. Research methodologies are introduced to the student and participation leads to a better understanding of the environment. Offered Semester III (Summer), annually.

INSC 340 Community Health and Research (3 semester hours)

Prerequisites: Minimum of 45 earned semester hours

Corequisites: None

Description: This course provides the foundation for a study into relevant community health issues facing area residents. The course has three important and integrated components: reading and discussion in seminar fashion on a variety of topics and subjects related to community health, environmental health and research practices; the development, investigation and conduct of a community-based research project mentored by the faculty or a business/agency partner; and, the synthesis of the results and implications of the research into a final public and poster presentation. This course stresses both oral and written communication on issues of science and public policy (content, process and competency). Offered Semester II (Spring), odd-numbered years.

INSC 350 Animal Behavior* (4 semester hours)

Prerequisites: BIOL 280, INSC 180, or permission of instructor

Corequisites: None

Description: This course exposes the student to a broad range of topics within the area of animal behavior, from evolutionary and ecological perspectives. Natural selection and adaptation as functions of behavioral ecological and socio-biological processes are the focus. Ethological questions are also addressed. Offered Semester I (Fall), odd-numbered years.

INSC 360 Forensic Case Study (3 semester hours)

Prerequisites: BIOL 125 and INSC 270

Corequisites: None

Description: This course stresses field work and the application of collected evidence in the sometimes messy real world. The student analyzes several case studies, looking beyond the verdicts or newspaper reports to the actual workings of forensic science's involvement in prosecution of criminal cases. Offered Semester II (Spring), annually.

INSC 361 Criminal Profiling (3 semester hours)

Prerequisites: BIOL 125 and INSC 270

Corequisites: None

Description: This course examines the process of profiling during the investigation of a crime. The process of psychological profiling was first institutionally used by the Federal Bureau of Investigation, but there are now multiple models for criminal profiling. The student studies the various models and how they relate both to expert witness standards and scientific methodologies. The course also examines the differences of these models and their application in case studies. Offered Semester I (Fall), annually.

INSC 362 Medico-Legal Death Investigation (3 semester hours)

Prerequisites: BIOL 125, 214 and 215

Corequisites: None

Description: This course is a study of the process known as medico-legal death investigation. The course introduces the student to the legal systems surrounding the investigation of the cause and

manner of death. The role of forensic pathology and the application of pathology to law are studied in relation to crime scene investigation. Natural, accidental, homicide and suicide deaths are explored in the perspective of the forensic pathologies. Offered Semester I (Fall), annually.

INSC 363 Forensic Population Studies (3 semester hours)

Prerequisites: BIOL 125, INSC 270, and MATH 280

Corequisites: None

Description: This course utilizes large data sets to discern large scale crime patterns. The student is introduced to crime databases and follows criminal activity patterns correlated to such variables as physical area, time or economics. This course involves research design and statistical analysis and is a group project-driven course. Offered Semester II (Spring), odd-numbered years.

INSC 364 Fraud (3 semester hours)

Prerequisites: BIOL 125 and INSC 270

Corequisites: None

Description: This course examines all aspects of fraud investigation, including medical and corporate fraud. Case studies are used and guest speakers employed in the field of fraud investigation are presenters. Practical knowledge of investigation techniques and knowledge of the common traits existing in fraud cases will be examined. Offered as needed.

INSC 365 Internship (3 semester hours)

Prerequisites: SEMR 300 or permission, an approved learning contract, permission of Office of Experiential Programs, designation of an appropriate faculty advisor, and a site supervisor

Corequisites: None

Description: An internship allows the student to put theory into practice. The student applies classroom experiences to the workplace at an off-site placement, where ideas are tested and competencies and skills are developed. Throughout the internship, the student works regularly with a faculty supervisor, the Office of Experiential Programs, and a site supervisor who guide the learning process. The student integrates the collective observations, analyses, and reflections of this experiential team into an internship portfolio that showcases the accomplishments of the experience. The unique portfolio is constructed throughout the internship, and represents the evolutionary and dynamic nature of the learning process. Offered as needed.

INSC 380 Special Topics in Integrative Sciences (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course covers emerging topics in integrative sciences. It is an in-depth study of a selected specialized area and the content varies by semester. Offered as needed.

INSC 390 Directed Study (1 to 4 semester hours)

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

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. A directed 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. Offered as needed.

INSC 401 Nanoscience (3 semester hours)

Prerequisites: CHEM 210, PHYS 210

Corequisites: None

Description: This course is an inter-disciplinary course in nanoscience, from a first principles perspective. The course also covers societal and environmental impacts of nanotechnology. Offered Semester I (Fall), even-numbered years.

INSC 410 Epidemiology (3 semester hours)

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

Description: This course studies how diseases are detected, identified, and distributed within populations. By definition, “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.” Through the study of epidemiology, the student learns 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. Offered Semester II (Spring), even-numbered years.

INSC 498 Project II (3 semester hours)

Prerequisites: INSC 298, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor

Corequisites: None

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. Offered as needed.

*Three hours of lecture, three hours of lab per week.

MANAGEMENT AND eBUSINESS (MEBA)**MEBA 050 Introduction to the World of Business** (3 semester hours)

Prerequisites: None

Corequisites: None

Description: A survey course examining major aspects of business in the U.S. compared to business in Europe and Asia. How do companies form and operate? How do industries form and die? How do economies get built, grow and/or struggle? What is the link between individual companies, industries and economies? *Limited to the College in High School student. Credit does not count towards graduation requirements.* Offered as needed.

MEBA 110 Introduction to eBusiness Management (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course introduces the basic concepts of conducting and managing business in the digital age 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. Offered Semester II (Spring), annually.

MEBA 210 Information Technologies for Modern Businesses (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course introduces the current and emerging information technology (IT) infrastructure that enables and drives modern enterprises. The student is exposed to the key building blocks (enterprise applications, computing platforms, databases, and networks) of the modern IT infrastructure. Offered Semester I (Fall), annually.

MEBA 220 Principles of Business Management (3 semester hours)

Prerequisites: None

Corequisites: 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. Offered Semester I (Fall), annually.

MEBA 230 Marketing in the Digital Age (3 semester hours)

Prerequisites: None

Corequisites: 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 learns 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. Offered Semester II (Spring), annually.

MEBA 298 Project I (3 semester hours)

Prerequisites: SEMR 200, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor, and a minimum of 40 earned semester hours

Corequisites: None

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. Offered as needed.

MEBA 310 eCommerce and mCommerce (3 semester hours)

Prerequisites: MEBA 110, 210 or CISC 120; MEBA 210 may be completed concurrently

Corequisites: None

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. Offered Semester I (Fall), even-numbered years.

MEBA 320 Financial and Managerial Accounting (3 semester hours)

Prerequisites: MEBA 220 and a minimum of 45 earned semester hours

Corequisites: None

Description: This course explores the basic financial and managerial accounting competencies needed in managing 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 will be established to enable managers to be profitable and to read and understand ledgers. Accounting information systems commonly used in the industry (e.g., Quickbooks) will be examined by the student. Offered Semester I (Fall), even-numbered years.

MEBA 330 Sales and Sales Management (3 semester hours)

Prerequisites: MEBA 210, 220

Corequisites: None

Description: This course examines sales management strategies, approaches and best practices in creating an adaptive sales force. Areas explored include the human dimension of hiring and firing employees, how to look proactively at how to market and sell in a global and technological environment, and identify where people skills and competencies are vitally important. The productivity and assessment of the sales force, through motivation and training, are also explored. Methods to advertise and sell over the Internet are studied. Current events, market trends and areas, and regional associations for the various sales trades are covered. Offered as needed.

MEBA 350 Financial Management (3 semester hours)

Prerequisites: Prerequisites: MEBA 220 and a minimum of 45 earned semester hours

Corequisites: None

Description: This course covers the principles of corporate finance and examines the foundations of tools for successful financial management. The course starts with concepts of corporate finance and the basic tools for financial decision making. 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. Offered Semester II (Spring), odd-numbered years.

MEBA 360 Introduction to Healthcare Systems (3 semester hours)

Prerequisites: None

Corequisites: None

Description: This course introduces the business, operational, and management aspects of healthcare. Through case studies and examples, the student is introduced to a wide range of healthcare topics such as healthcare business processes, healthcare clinical systems and services (patient care, physician support systems, health networks), hospital systems, management issues in healthcare, and government regulations. Offered Semester I (Fall), even-numbered years.

MEBA 365 Internship (3 semester hours)

Prerequisites: SEMR 300 or permission, an approved learning contract, permission of Office of Experiential Programs, designation of an appropriate faculty advisor, and a site supervisor

Corequisites: None

Description: An internship allows the student to put theory into practice. The student applies classroom experiences to the workplace at an off-site placement, where ideas are tested and

competencies and skills are developed. Throughout the internship, the student works regularly with a faculty supervisor, the Office of Experiential Programs, and a site supervisor who guide the learning process. The student integrates the collective observations, analyses, and reflections of this experiential team into an internship portfolio that showcases the accomplishments of the experience. The unique portfolio is constructed throughout the internship, and represents the evolutionary and dynamic nature of the learning process. Offered as needed.

MEBA 380 Special Topics in Management and eBusiness (3 semester hours)

Prerequisites: MEBA 110, 210

Corequisites: None

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. Offered Semester III (Summer), even-numbered years.

MEBA 381 Special Topics in Digital Health (3 semester hours)

Prerequisites: MEBA 360 and permission of instructor

Corequisites: None

Description: This course covers emerging topics in Digital Health. The topics will change as the field evolves but will span healthcare management in the digital age, security and privacy issues, the role of public policies and regulations in healthcare IT, electronic health records (EHR), and the growing role of information and communication technologies in global health. Offered Semester II (Spring), even-numbered years.

MEBA 390 Directed Study (1 to 4 semester hours)

Prerequisites: Minimum of 60 earned semester hours

Corequisites: None

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. A directed 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. Offered Semester III (Summer), even-numbered years.

MEBA 410 Business Entrepreneurship in Practice (3 semester hours)

Prerequisites: GEND 400

Corequisites: None

Description: This course is designed for the student and working professional with interest in owning, or participating in, a successful startup. The focus of this course is on the principles that are essential to forming a successful startup company and the role of innovation in entrepreneurship. Offered Semester I (Fall), even-numbered years.

MEBA 411 Entrepreneurial Investment (3 semester hours)

Prerequisites: GEND 400

Corequisites: None

Description: The principles of investment in entrepreneurship are studied through case studies and example. An understanding of the capital required, the return on investment desired, and the potential for profit in entrepreneurial settings is expected. The student will identify and assess different investment options available to the investors, the risks involved, and how to mitigate risk. The role of foreign direct investment and the management of political risk will be highlighted. From an entrepreneurial point of view, techniques for negotiating funding, and managing the investment

will be discussed. The student learns how to make the company an attractive investment and positioning the company for rapid growth. Offered Semester II (Spring), odd-numbered years.

MEBA 420 International Business and Strategies (3 semester hours)

Prerequisites: MEBA 110, 220, 230

Corequisites: None

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 businesses 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 economic issues in global and extended enterprises. Global supply chains and global operation management issues, with an emphasis on total quality management (TQM), will be also examined. Offered Semester II (Spring), even-numbered years.

MEBA 430 Business Law (4 semester hours)

Prerequisites: MEBA 110, a minimum of 60 earned semester hours, or permission of instructor

Corequisites: None

Description: This course represents a fundamental study of current acceptable practices in business law. The major types of law that pertain to business activities and start-up companies, including the legal environments in which business arise, are covered. The Constitution is discussed and different types of laws are learned, with a focus on cyber law as it applies today. Through readings, class discussions, seminars and case study analysis, the foundation of American business law is derived. Offered Semester II (Spring), odd-numbered years.

MEBA 440 Leadership and Organizational Behavior in Modern Settings (3 semester hours)

Prerequisites: MEBA 110 and a minimum of 60 semester hours completed

Corequisites: None

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. Offered as needed,

MEBA 464 eGovernment and mGovernment: Public Administration in the Digital Age (3 semester hours)

Prerequisites: MEBA 110, 210

Corequisites: None

Description: This course examines how eGovernment and mGovernment (mobile) are changing the way businesses and citizens interact with government. The course covers principles of public administration and discusses the role of emerging technologies to manage public assets and deliver services to the public. Highlighted are the emerging web and mobile computing technologies (e.g., Web 2.0+, text messaging, location based services, RFID and wireless sensor networks) to improve the government services. Offered as needed.

MEBA 470 Business Systems Analysis, Modeling and Design (4 semester hours)

Prerequisites: MEBA 110, 210

Corequisites: None

Description: This course prepares the student to analyze business information systems in the digital age 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. Offered Semester II (Spring), odd-numbered years.

MEBA 472 Business Intelligence and Decision Support Systems (3 semester hours)

Prerequisites: MEBA 110, 210

Corequisites: None

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 issue 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. Offered as needed.

MEBA 480 Enterprise Architectures and Integration for a Global Economy (3 semester hours)

Prerequisites: MEBA 110, 210, 310

Corequisites: None

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 issue 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. Offered Semester II (Spring), even-numbered years.

MEBA 498 Project II (3 semester hours)

Prerequisites: MEBA 298, an approved learning contract, permission of the Office of Experiential Programs, designation of an appropriate faculty advisor

Corequisites: None

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. Offered as needed.

MATHEMATICS (MATH)

MATH 081 Prealgebra (3 semester hours)

Prerequisite: Placement by assessment

Corequisites: None

Description: This course is offered to the student who needs additional preparation in algebra or who has been away from mathematics for several years. Subject areas to be covered include arithmetic of whole numbers, fraction and decimals, ratios and percents, and basic algebraic concepts. Math study skills are an integral part of this course. Prepares the student for College Algebra. *Credit does not count towards graduation requirements.* Offered each semester, annually.

MATH 082 Prealgebra Recitation (0 semester hours)

Prerequisites: IP grade in MATH 081

Corequisites: None

Description: This course is required for the student who earned a grade of *in progress* (IP) in MATH 081 in a previous semester. The student has the opportunity to complete topics presented in MATH 081 under the supervision of an instructor on a scheduled basis. Offered as needed.

MATH 120 College Algebra (3 semester hours)

Prerequisites: MATH 081 or by assessment

Corequisites: None

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 calculators. This course meets a total of 4 hours per week to permit active learning activities each week driven by student interests or needs. Offered each semester, annually.

MATH 210 Discrete Mathematics I (3 semester hours)

Prerequisites: MATH 120 or 220

Corequisites: CISC 120

Description: This course provides the computer science student with an understanding of multiple mathematical concepts and methods which shape the foundation of modern information science in a form that is relevant and useful. Discrete mathematics plays a fundamental role for computer science which is similar to that played by calculus for physics and engineering. Many concepts in computer science are best understood from a perspective that requires expertise with mathematical tools and certain reasoning skills associated with mathematical maturity. The topics covered will draw on current material from several mathematical disciplines: graph theory, mathematical logic, and set theory. Offered Semester I (Fall), annually.

MATH 220 Calculus I (3 semester hours)

Prerequisites: MATH 120

Corequisites: None

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. Offered Semester I (Fall) and Semester II (Spring), annually.

MATH 260 Calculus II (3 semester hours)

Prerequisites: MATH 220

Corequisites: None

Description: This course focuses on the exploration of differential calculus, the derivatives of all functions. An emphasis is placed on the rules of differentiation and their proofs. The course analyzes graphs of functions using the concept of derivative and its application and includes an introduction to integral calculus, integration properties, differential equations and notation. Problem solving is learned using elementary integration techniques, elementary trigonometric integration, and hyperbolic functions. A graphing calculator is required for this course. Offered Semester II (Spring) and Semester III (Summer), annually.

MATH 280 Introductory Statistics (3 semester hours)

Prerequisites: MATH 120

Corequisites: None

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. Offered each semester, annually.

MATH 310 Discrete Mathematics II (3 semester hours)

Prerequisites: MATH 210

Corequisites: None

Description: This course ensures that the computer science student reaches the level of mathematical maturity necessary for the study of Computer and Information Science. Topics covered draw on current material from the study of graphs, trees, relations, algorithms and models of computation. Offered Semester II (Spring), annually.

MATH 380 Mathematical Modeling (4 semester hours)

Prerequisites: MATH 220

Corequisites: None

Description: This course involves applications of mathematics to real-world problems drawn from industry, research, laboratories, the physical sciences, engineering and scientific literature. Techniques used include parameter estimation, curve fitting, calculus, elementary probability, optimization, computer programming, and ordinary and partial differential equations. People routinely solve problems using estimation, probability, optimization, and simulation or modeling techniques without considering themselves mathematicians. This course broadens and strengthens the exposure of the interested student to applications of mathematics frequently seen in industry, science, and government. The student planning to pursue a career in industry, science, or government will synthesize mathematical skills appropriate to these fields from topics learned in a variety of more elementary mathematics courses. Offered as needed.

NANOFABRICATION MANUFACTURING TECHNOLOGY (NANO)

NANO 211 Materials, Safety and Equipment Overview for Nanotechnology

(3 semester hours)

Prerequisites: CHEM 150 and 160, MATH 120, and PHYSICS 210

Description: Nanofabrication processing equipment and materials handling procedures with a focus on safety, environment, and health issues. *Course available only at The Pennsylvania State University – University Park campus.* Offered each semester, annually.

NANO 212 Basic Nanotechnology Processes (3 semester hours)

Corequisites: NANO 211

Description: Step-by-step description of equipment and processes needed in top-down, bottom-up, and hybrid nanofabrication. *Course available only at The Pennsylvania State University – University Park campus.* Offered each semester, annually.

NANO 213 Materials in Nanotechnology (3 semester hours)

Corequisites: NANO 211 and 212

Description: The use of materials for nanotechnology as well as the unique material properties available at the nano-scale. *Course available only at The Pennsylvania State University – University Park campus.* Offered each semester, annually.

NANO 214 Lithography for Nanofabrication (3 semester hours)

Corequisites: NANO 211 and 212

Description: Lithographic process from substrate preparation to exposure; process from development through inspection; advanced optical lithographic techniques. *Course available only at The Pennsylvania State University – University Park campus.* Offered each semester, annually.

NANO 215 Materials Modification in Nanofabrication (3 semester hours)

Corequisites: NANO 211 and 212

Description: Processing steps used in modifying material properties in nanofabrication. *Course available only at The Pennsylvania State University – University Park campus.* Offered each semester, annually.

NANO 216 Characterization, Testing of Nanofabricated Structures and Materials (3 semester hours)

Corequisites: NANO 211 and 212

Description: Measurements and techniques essential for controlling device fabrication. *Course available only at The Pennsylvania State University – University Park campus.* May substitute Project I. Offered each semester, annually.

PHYSICS (PHYS)

PHYS 210 General Physics I (4 semester hours)

Prerequisites: High School Physics and Algebra II

Corequisites: None

Description: This course provides an introductory treatment of classical Newtonian physics and covers kinematics in one and two dimensions, vector forces, Newton's laws of motion, uniform circular motion, work, conservation of energy, momentum and angular momentum, rotational kinematics and dynamics, and simple harmonic motion. Emphasis is placed on the application of basic concepts through mathematical problem-solving. Applications of physics to problems in medicine are presented and medical technology is highlighted throughout the course. Laboratory experiments provide experience with various measurement technologies and reinforce the theoretical concepts developed. Offered Semester I (Fall), annually.

PHYS 215 Principles of Physics for Biotechnology (4 semester hours)

Prerequisites: MATH 120

Corequisites: MATH 220

Description: This course covers selected topics from the primary fields of physics including: Newton's mechanics, electromagnetism, optics, thermodynamics, and modern (atomic) physics with an emphasis on applications to nanobiotechnology. Elementary calculus will be used throughout the course. Offered Semester I (Fall), annually.

PHYS 260 General Physics II (4 semester hours)

Prerequisites: PHYS 210

Corequisites: None

Description: This course extends the study of classical physics and covers topics in electrostatics, magnetostatics, electric circuits, electromagnetic waves, optics, interference and diffraction, and the quantum theories of atomic and nuclear physics. Mathematical problem-solving skills and applied problems in medical technology are emphasized. The course includes laboratory experiments to expose the student to advanced electronic and radiation measurement technologies and enhance the theoretical development of each topic. Offered Semester II (Spring), annually.

PHYS 301 Applied Energy Physics (3 semester hours)

Prerequisites: CHEM 150, 160; PHYS 210, 260; MATH 220

Corequisites: None

Description: This course is designed for the student who has an interest to apply knowledge gained in calculus, physics and chemistry to the physics of energy sources, storage, generation, and end-use. The course rolls advanced topics in physics, thermodynamics, quantum mechanics and nuclear physics into one to teach the student how to apply physical principles to energy-related topics that include both renewable and non-renewable energy sources. Offered as needed.

UNIVERSITY SEMINARS (SEMR)

SEMR 050 Academic Skills (1 semester hour)

Prerequisites: None

Corequisites: None

Description: This course improves the student's opportunity for success in college-level work by teaching study habits in ten key areas: anxiety, attitude, concentration, information processing, motivation, selecting main ideas, self-testing, study aids, test strategies, and time management. Limited to the student on academic probation or financial aid appeal. *Credit earned in this course does not count toward the minimum total of 120 semester hours required for graduation.* Offered as needed.

SEMR 100 Cornerstone (1 semester hour)

Prerequisites: None

Corequisites: None

Description: This course meets throughout the semester and offers the mentorship of a faculty member in the transition of a first-year or transfer student. The course focuses on daily life at the university: academic requirements and resources, professional etiquette, student activities, and civic engagement. This course is useful because the student will learn how to utilize campus technologies and it informs the student of the many opportunities provided through the Learning Advantage program. Offered Semester I (Fall) and Semester II (Spring), annually.

SEMR 200 Steppingstone (1 semester hour)

Prerequisites: SEMR 100

Corequisites: None

Description: This course prepares the student for the subsequent components of experiential learning. It develops the depth and range of academic and professional skills in areas such as goal setting, time management, communication, interviewing, career planning, and research. The student focuses on professional involvement, ethics and contemporary issues within a particular field of study. The student learns about the value of and processes to plan and obtain mentorships, projects, and internships. This seminar also emphasizes the development of the civic engagement competency, and advances the planning and construction of the student's ePortfolio. At the conclusion of SEMR 200, the student should have a completed proposal for Project I and know how to plan for an Internship. Offered Semester I (Fall) and Semester II (Spring), annually.

SEMR 300 Keystone (1 semester hour)

Prerequisites: SEMR 200

Corequisites: None

Description: This course focuses on the refinement of the student's academic and professional identity. It emphasizes the importance of the university competencies, and the ways to measure, apply, and communicate the successful attainment of them. It further prepares the student for the Internship by reviewing the ways in which an external experience fits into the program of study. If needed, the student is guided through the process of securing an internship. Students advance through active learning in the areas of civic engagement and teamwork, and further develop presentation skills. This seminar facilitates the successful completion of many subsequent components in the experiential program. Offered Semester I (Fall) and Semester II (Spring), annually.

SEMR 400 Capstone (1 semester hour)

Prerequisites: SEMR 300, Internship, Project II

Corequisites: None

Description: The senior capstone challenges the student to reflect upon and integrate academic, experiential and co-curricular experiences in preparation for the workforce or graduate school.

Assignments are designed to create a sense of culmination in the senior year, and prepare students for the transition to life beyond the university. The student completes the ePortfolio to demonstrate the achievement of competencies and the program of study; this is of potential utility to employers or graduate schools as unique and specialized evidence of the individual student's abilities. Offered Semester II (Spring) and Semester III (Summer), annually.

GRADUATE EDUCATION

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.

Graduate Admission

Philosophy

Harrisburg University of Science and Technology seeks to admit graduate program students from a variety of backgrounds. The University considers many factors in the review of applicant files and generally admits the qualified individual who has completed a baccalaureate degree with related undergraduate coursework, or those who have a baccalaureate degree but possess related professional experiences or potential.

Graduate education focuses on individualized career advancement in high-growth and high-demand areas of study within science, technology, engineering, management, and mathematics disciplines. This is accomplished by making certain that each student is completely engaged to gain knowledge at an advanced level, is able to specialize or generalize knowledge and skills according to needs and interests, and applies what is learned and researched to both practical and professional experience. This is also accomplished by involving corporate faculty members who bring a practical and academic perspective to the program and courses in the design, development and delivery of graduate education. This program is designed for working professionals focused on career advancement and who need flexibility of access and timeliness of content and delivery.

Graduate Admission Process

There is no application deadline. Graduate program applicants are encouraged to apply at least two months prior to the start of any semester. This application process allows ample time to be accepted, develop an academic schedule, and to process financial aid applications (if applicable).

Graduate Admission Requirements

Each applicant’s candidacy will be evaluated once all admissions materials have been received.

The graduate admission process requires the candidate to:

- complete the application online at www.HarrisburgU.edu/Apply or a paper application;
- submit final official undergraduate transcript(s) from the college or university at which a baccalaureate degree was conferred, and any other institution of higher education attended (whether or not academic credit was earned);
- submit a personal goal statement including:
 - future goals: identify career/professional goals; and,
 - leadership or group contributions: describe examples of leadership experience in which you have significantly influenced others, helped resolve disputes, or contributed to group efforts over time.

- submit a hard copy resume or by email to Admissions@HarrisburgU.edu; and,
- be interviewed - preferably in person during a campus visit or by telephone (optional).

International Students

An international student planning to study at the University with a student (F-1) visa must satisfy the appropriate admissions requirements and procedures, demonstrate proficiency in the English language, and provide an affidavit of financial support. Academic records should include courses studied, grades earned, diplomas, certificates, and results of comprehensive national examinations. A certified translation of previous education records is required if the records are in a language other than English.

An applicant whose native language is not English must submit his or her scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). See following section for specifics.

Harrisburg University of Science and Technology is approved by the Department of Homeland Security – U.S. Immigration and Customs Enforcement (DHS-USICE) as an eligible institution for the Student and Exchange Visitor Information System (SEVIS).

This approval allows an international student to apply for entry into the United States for study on an F-1 visa only after an “Affidavit of Financial Support” is deemed sufficient by the university and a tuition deposit payment of at least \$1,000 toward the first semester’s tuition has been received. A USICE Form I-20 is then certified and submitted to SEVIS. The SEVIS application fee of \$200 is then paid by the student directly to SEVIS.

Following entry into the United States and arrival at the university, the student will be required to provide a copy of the passport, I-20 Certificate of Eligibility, and the Form I-94 departure record to confirm all identification information in SEVIS.

An international student does not qualify for Federal and State financial aid but may be considered for institutional aid awards or private education loans through participating lenders.

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 obtains the approval of the Office of Student Services 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.

Graduate Non-Degree Students

Graduate Non-Degree Status Admission Process

Each applicant’s candidacy will be evaluated once all admissions materials have been received. Offers of admission are made to qualified applicants on a rolling basis.

Complete the non-degree application online at www.HarrisburgU.edu/Apply or a paper application.

If required by a specific certificate or non-degree program, submit final official undergraduate transcript, providing evidence of completion of a bachelor degree program (no specific discipline required).

Graduate Non-Degree Status Policies

An applicant should enroll under non-degree status when undecided about a graduate-level major or program, not interested in earning a master's degree, interested only in graduate-level professional development courses such as Educator Technology Clinics, or completing work with the intention of transferring the credit earned to another institution.

Non-degree applicants must have earned an undergraduate degree from an accredited institution. A student may apply no more than 12 graduate semester hours completed under non-degree status to a graduate degree program at the University. Non-degree status does not guarantee admission into a degree program. A student must maintain a 2.00 cumulative grade point average to remain enrolled.

An applicant whose native language is not English must submit his or her scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). See following section for specifics.

Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS)

An applicant whose native language is not English must submit his or her scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

- Information on the TOEFL can be found at www.toefl.org. A minimum score of 80 on the Web-based version, or the equivalent (200 computer, 520 paper), must be earned on the TOEFL.
- Information on the IELTS can be found at www.ielts.org. A minimum score of 6.5 must be earned on the IELTS.

TUITION CHARGES, REFUND POLICIES AND BUSINESS OFFICE POLICIES

All graduate tuition, charges and policies listed in this publication are effective as of July 1, 2011 and are subject to change, without notice, by the University's Board of Trustees.

Admission Application Charge

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

Tuition Deposit

A non-refundable tuition deposit of \$150 must be paid in advance of final course registration for the initial semester of attendance. A tuition deposit made for Semester I (Fall) is non-refundable after May 1, 2011. A deposit for Semester II (Spring) is non-refundable after November 1, 2011.

Tuition – Semester Schedule

Tuition payment or satisfactory arrangement to pay tuition due is required before the first day of class. Full-time tuition charges are for 9 to 12 semester hours in a graduate program. A student who registers for 8 semester hours or fewer is charged the per-semester hour rate multiplied by the number of registered semester hours.

Graduate Registration Schedule per Semester

Full-Time Tuition (9 – 12 Semester Hours)	Per Semester Hour Rate (1 - 8 semester hours)
\$9,750	\$716

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 who intends to seek federal 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

A registered student can view the online account and make convenient payments on the Finance page of MyHU using a major credit/debit card or ACH electronic check. Payments may also be made in the Business Office by cash, check, money order, or a major credit/debit card.

Tuition Payment Plans

A monthly, interest-free payment plan is offered to the student and or parent to make four (4) monthly installment payments during the semester. There is an enrollment fee of \$30 per semester for this service. The application form is available online at 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 enrollment services 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: <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 first day of class. Textbooks may include both hard- and soft-bound books, journals, CDs, or software. Supplies may include a laboratory coat, goggles, gloves or any other required item specified. The estimated cost for textbooks and other supplies per course is \$100.

Prior Learning Assessment Charge

A student who submits an application for prior learning assessment is charged a semester hour amount of \$350.00 for each semester hour being requested. This charge is imposed at the time of application. No refund will be made if the application is unsuccessful.

Optional Services Cost

Housing – A student may live in the Residences on Market according to the following rate schedule: Semester I (Fall), 2011-2012 – in a standard double for \$3,035; Semester II (Spring), 2011-2012 - in a standard double for \$3,035.

Parking Charge – A student may park a vehicle on campus according to the following rate schedule: Semester I (Fall), 2011-2012 - \$235; Semester II (Spring), 2011-2012 - \$235.

Fitness U Charge – A student may use the Fitness U facility according to the following rate schedule: Semester I (Fall), 2011-2012 - \$60; Semester II (Spring), 2011-2012 - \$60.

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.

OneCard Replacement Charge - Upon enrollment, a student receives, at no cost, a photo-imprinted OneCard to be used as an identification badge, as a library card, and for building and elevator access. A student is required to wear the OneCard badge when on campus. If a OneCard 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 an option 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 semester hours 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.

Refund Policy for Traditional Semesters

A student who withdraws from the University prior to the end of the third week of the semester may be due a credit for the unearned portion of the tuition charge.

The rate of tuition refund for withdrawal from the University is as follows:

- prior to the first day of the semester 100%
- during the first week 75%
- during the second week 50%
- during the third week 25%
- after the third week 0%

Tuition Refund Policy

Tuition for the semester is considered fully-earned at the end of the third 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 semester hours within the same semester prior to the end of the Add/Drop Period.

If a student reduces the number of courses and/or semester hours during the published Add/Drop Period, a tuition adjustment for that course or semester hour reduction will be made, except when the student maintains full-time enrollment status with 9 semester hours or more.

There is no tuition refund when a student withdraws from one or more courses after the Add/Drop Period but remains enrolled in one or more other scheduled courses.

Refunds for Sub-Terms – Course Charge

Various courses are offered in 7- or 8-week sessions and the student is charged for only the number of credit hours enrolled for a single course. Where applicable, a student who withdraws from the University prior to the first day of the non-standard term may be due a refund of money paid to the University.

The rate of refund for withdrawal from the University is based on the amount charged for registered credit hours and is as follows:

- prior to the first day of a session 100%
- after the first day of class of a session 0%

Refunds for Sub-Terms – Program Charge

Various programs are offered in 7- or 8-week sessions and the student is charged for the total number of credit hours enrolled for the entire program. Where applicable, a student who withdraws from the University prior to the first day of the non-standard term may be due a refund of money paid. Tuition for each session will be earned ratably for the assigned number of credit hours and, should a student withdraw from the program, a refund will be made for all sessions not yet attempted in the program.

The rate of refund for withdrawal from the University is based on the amount charged for the program and is as follows:

- prior to the first day of class of a session 100%
- after the first day of class of a session 0%
- remaining sessions not attempted 100%

Official Withdrawal

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 from the University is encouraged to contact the Office of Records and Registration by telephone (717.901.5163), e-mail (Registrar@HarrisburgU.edu), or in person. It is recommended that a Withdrawal Form be completed or one will be completed for you.

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 who 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.

STUDENT FINANCIAL AID PROGRAMS & POLICIES

The Office of Financial Aid assists qualified applicants who, without assistance, would otherwise be unable to pursue an advanced degree. The Free Application for Federal Student Aid (FAFSA) and resulting need analysis is used to apply for federal, state and institutional award consideration for payment of tuition, housing, 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, housing, or other costs and updates to the financial profile of the student and family.

Financial aid awards are based on the enrollment status of the graduate student, defined as:

Full-time	9 or more semester hours
Part-time	6 through 8 semester hours
Not eligible	less than 6 semester hours

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

Aid Sources

Federal Direct Loan - The Federal Direct Loan is available to the student through participating lenders and credit unions. 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 Federal Direct Loan per academic year is \$11,000 for a graduate student.

Federal PLUS Loan for Graduate or Professional Student – A graduate or professional student is eligible to borrow under the PLUS Loan Program up to the cost of attendance minus other estimated financial assistance in the Federal Direct loan (FDL) program. The terms and conditions applicable to Parent PLUS loans also apply to Graduate/Professional PLUS loans. The requirements include a determination that the applicant does not have an adverse credit history. Repayment begins on the date of the last disbursement of the loan. The student must have applied for the annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Direct Loan Program before applying for a Graduate/Professional PLUS loan.

STUDENT AFFAIRS

New Student Orientation

Orientation sessions precede each semester to become familiar with the Academic Center, technology services, and campus policies and procedures, and to obtain an individual course schedule. A new student entering the University is required to attend an orientation session held prior to the first day of the semester.

University Housing and Residential Living

On-campus housing at the Residences on Market may be offered to graduate students if first-year student occupancy does not meet capacity. There are a variety of housing options available through local housing partners. These facilities vary from the more traditional college-style apartment setting with shared living space to the more independent, fully furnished high-rise apartment. The majority of these facilities are within a few blocks of the Academic Center. A Housing Coordinator assists students with housing inquiries, visits, and contact with the respective rental agents.

International House - This facility has several rooms, suites, and apartment-style housing arrangements that include laundry facilities, kitchen areas, private rooms, and group living spaces.

Pennsylvania Place - This apartment complex offers fully furnished and unfurnished 1 and 2 bedroom units in a modern, shared-living environment.

Executive House – This facility offers unfurnished studio units.

The Grayco - This facility offers unfurnished studio units.

Town House - This facility offers fully furnished and unfurnished 1 and 2 bedroom units in a modern, shared-living environment.

Mulberry Station – This facility offers unfurnished 1 and 2 bedroom units in a modern, shared-living environment.

Apartment Rentals – multiple listings, individual or shared arrangements.

Informational brochures for these housing opportunities and other options may be obtained in the Office of Admissions.

Health and Personal Counseling Services

Medical and counseling 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 is listed in the Student Handbook.

Disability Support Services

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

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.

Textbook Services

Textbooks are made available for student purchase through the services of Validis Resources, which has an affiliated online store at www.gotusedbookstore.com for new and used textbook purchases and rentals. Textbook information is listed on the student's course schedule. Textbooks and other supplies (if specified for a course) must be obtained by the student prior to the first day of class.

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:
 - online databases of full-text articles from newspapers, magazines, and scholarly academic journals;
 - streaming multimedia such as documentaries and feature films;
 - electronic books; and,
 - a self-service library located in the Learning Commons offering printed books, games, newspapers, and periodicals;
- research guidance for a student by phone, chat, e-mail or in person;
- partnership with other regional libraries to provide access to their information sources, free of charge to our students and faculty; and,
- group study rooms; these rooms may be reserved in advance through the University Librarian.

For more information, visit the library's website at <http://library.harrisburgu.edu/home>. 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 the student, 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; the ePortfolio platform is built on MS SharePoint; and many other course related software programs;
- the Harrisburg University OneCard services which enables building access, pay-for-print, vending, and book check-out 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 or 717.901.5177 with questions.

Academic Advising

Academic advising is a critical component of a student's education. Successful advising is a significant contributor to student progress and therefore every graduate student is assigned to an academic advisor who is a faculty member. The advisor assists the student to explore academic and personal goals and to discuss upcoming course selections and curriculum issues. The advisor also assists the student to learn how to access resources and opportunities that the university has to offer.

Career Services

The student obtains career counseling from the academic advisor and the Office of Experiential Programs, through classroom instruction in the seminar courses, in the business mentor program, and on-site experience during the internship and project process. The following services are offered for enrolled students and alumni: one-on-one career counseling, assessment inventories, program and career exploration, professional development resources, events and programs, graduate and professional school preparation, mock interviews, resume review, career shadowing and mentoring. For more information, contact CareerServices@HarrisburgU.edu.

ACADEMIC POLICIES

Calendar, Credit System and Final Examinations

The University operates on a semester calendar and uses the semester hour credit system. There are three semesters per twelve-month period: Semester I (Fall), Semester II (Spring), and Semester III (Summer). Each semester consists of fifteen scheduled weeks of classes with final examinations occurring during the last scheduled class meeting. Within each semester, there are two subterms as listed on the Academic Calendar.

Enrollment Status

Student enrollment status is defined for certification purposes as either full-time or part-time. Full-time graduate student enrollment is 9 or more semester hours in a semester. Part-time status is assigned to any graduate student enrolled for fewer than 9 semester hours in a semester.

A non-degree graduate student must make a decision to remain a non-degree student or become a degree-seeking student after the student has completed 12 semester hours of coursework.

A degree-seeking graduate student must complete the degree within 6 years from the date first attended at the University.

A student who interrupts study with an interval of less than one year from the last day of the most recent semester or term attended may return to the University without having to apply for readmission.

Registration Process

New students complete course selection using a paper form, with the help of the faculty advisor, and submit it to the Office of Records and Registration. For subsequent semesters, the student registers on-line at MyHU/Academics to indicate course selections. The selections are then reviewed by the student's faculty advisor and finalized when the student and the advisor agree to the selections. The student is encouraged to complete this process during the preregistration period. The start and end dates appear on the Academic Calendar and Registration Instructions which are posted on MyHU/Academics, Moodle, and www.HarrisburgU.edu.

A student who intends to enroll in an experiential project 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

The Add/Drop Period begins on the first day of the semester or subterm and ends after 6 days of classes have occurred (this includes Saturday). A student may make schedule adjustments using an Add/Drop Form available on MyHU, Moodle, or in the Office of Records and Registration to indicate which course being added and which course is being dropped. The faculty advisor's signature is required for all course changes but is not required for section changes of the same course. No course may be added after the end of this period. If a student withdraws from any course after the conclusion of this period a final grade of "W" will appear on the permanent record. The withdrawal deadlines appear on the Academic Calendar for both semesters and subterms.

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. 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 per semester hour tuition rate applies to audited courses.

Class Attendance

Attendance is a critical part of a student's education. The student is expected to attend class regularly and participate fully in the activities of each course. The instructor is responsible to set forth the attendance requirements in the syllabus.

Attendance will be taken by instructors during the first two weeks of the semester to determine that the student attended at least one class meeting. Following that period, instructors may or may not regularly take attendance but instructors are encouraged to engage the student with class participation assignments.

If, in the judgment of the instructor, a student is excessively absent from class 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 "W."

Advanced Standing

A student may earn advanced standing at the University in one of two ways: transfer of credit from another institution or the awarding of credit for military training.

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.

Transfer Credit – 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. The following limitations apply:

- transfer credit is limited to six (6) semester hours from another graduate program;
- the credit must have been earned with final grades of "B" or higher;

- the credit must be reviewed by the student’s program advisor and the Office of Records and Registration;
- the credit must have been earned no more than five (5) years prior to the student’s initial enrollment date in Harrisburg University’s program; and,
- courses completed for Continuing Education Units (CEUs) are not eligible for transfer credit consideration.

Domestic –Academic credit earned for graduate work completed for a minimum grade of “B” or higher will be awarded if: 1) the course is a reasonable substitute of a University course or 2) the course(s) is considered graduate level work worthy of elective credit in the student’s program of study.

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 graduate-level and the quality of the completed work is assessed to be at the “B” 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, a semester hour value is assigned for each course being accepted. If the student completed courses which are evaluated to be at the graduate-level, but Harrisburg University has no comparable course(s), the student is granted elective credit unless all required elective credit hours have been satisfied.

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 an Off-campus Coursework 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 who 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 Harrisburg University’s Office of Records and Registration. If the approved course was completed with a final grade of “B” or higher, the semester hours earned from the course will be posted to the student’s record at the University.

Prior Learning Assessment – The University may award graduate 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; and,
- the outcomes of graduate-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 Master of Science degree-seeking student who is in good academic standing, has completed a minimum of 6 semester hours 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 semester hours sought.

A student may not receive more than 6 semester hours related to core courses in the program based upon prior learning assessment.

The prior learning assessment process is a way to demonstrate to a mentor, who is an expert in the field, graduate-level knowledge in a particular course area. These 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 graduate-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 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 is incurred by the student for the number of semester hours sought under prior learning assessment.

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

Catalog in Effect

A new student entering the University during the 2011-2012 academic year will be 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 Declaration of Programs/Catalog Option 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.

Graduation Requirements

To receive a Master of Science degree, a student must satisfy all of the following requirements. Verification that the student has met the following requirements is made by the Office of Records and Registration.

1. At least 36 semester hours must be successfully completed.
2. A minimum cumulative grade point average of 3.00 is required for graduation from a Master of Science program and graduate certificate programs.
3. In order for any completed course to satisfy the 36 semester hours required, the course must be completed with a grade of “C” (2.00) or higher.
4. A student must earn a minimum of 30 semester hours in residence toward a Master of Science degree from the University. The number of semester hours that may be transferred from another institution’s graduate program is 6.
5. A degree student will demonstrate proficiencies in the field of study and the University’s competencies through use of an ePortfolio or a similar technology or evidence-based approach.
6. A student must complete all requirements for the Master of Science degree within 6 years from the first day of attendance as a degree-seeking graduate student.

A candidate must apply for graduation two semesters before the anticipated graduation date. Each graduating student is expected to attend Commencement.

A candidate may participate in Commencement who is within one semester of completion of all graduation requirements if the student has a reasonable and executable plan to complete all unsatisfied requirements by the conclusion of the subsequent semester.

Grades and Grading

Grades are awarded to each student for academic credit completed at the University. 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
I	Incomplete	Not applicable
IP	In progress	Not applicable
LB	Laboratory	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
W	Withdrawal	Not applicable
WA	Administrative withdrawal	Not applicable
WM	Medical withdrawal	Not applicable

Grades of “AU”, “I”, “IP”, “NR”, “P”, “PLA”, “TR”, “TA”, “TA-“, “TB+”, “TB”, “W”, “WA” or “WM” 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.

Audit (AU) – The audit grade is assigned by the instructor when the student has properly registered to audit the course, and has met all requirements of the University’s course 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 course work 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. A student with 6 semester hours or more of incomplete work will not be permitted to register for a subsequent semester.

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.

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 when it is necessary for a student to leave the University 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.

Medical Withdrawal (WM) – This grade can be assigned at any time during the semester when a student requests to leave the University for medical reasons and when the normal withdrawal processes are not available to the student. This grade is assigned by the Office of Records and Registration with the approval of the Provost. The student must submit well-documented evidence of the medical condition to be eligible for a medical withdrawal from the University.

Prior Learning Assessment (PLA) – The “PLA” grade is used to indicate credit that has been awarded by the University for successful prior learning assessment. 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 it has no impact upon the calculation of the student’s grade point average.

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/Fail basis.

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 semesters completed at the University.

Calculation of the Semester Grade Point Average

Course	Sem. Hrs. Attempted	Grade	Numerical Value	Quality Points
Course A	3	A-	3.67	11.01
Course B	3	B	3.00	9.00
Total	6			20.01

$$\text{Total Quality Points} = 20.01 / 6 = \mathbf{3.34}$$

1. Compute the quality points earned for each course by multiplying the semester hours attempted for the course by the numerical value of the grade earned in the course.
Example: A student registered for a course worth 3 semester hours who earns a final grade of “A-“ in that course will earn 11.01 quality points for that course (3 semester hours \times 3.67).
2. Add the quality points earned for each course in which the student is registered in the semester.
3. Add the number of semester hours attempted for all courses in which a grade of “A” through “F” was earned.
4. Divide the total number of quality points earned by the total number of semester hours 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 semester hours and cumulative quality points earned.

Repeated Courses

A graduate student may not repeat courses.

Academic Standing

A graduate student with a cumulative grade point average of 3.00 or higher is in satisfactory academic standing. A student whose cumulative grade point average falls below 3.00 is not in satisfactory academic standing and is placed on academic probation. If the cumulative grade point average is not raised to 3.00 or higher after attempting an additional 6 semester hours, the student is subject to academic dismissal.

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 on one of the following grounds:

1. 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.
2. 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.
3. 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 tenth (10th) business day following the end of a semester or other term as specified in the Academic Calendar.

The student is then asked to meet with the course instructor to discuss the appeal request and present an evidence-based argument supporting their request. The instructor must sign the form to either change the final grade or reaffirm the original grade assigned. 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. 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, and one faculty member will review the appeal and make a recommendation to the Office of the Provost within five (5) days of receipt. The Provost's decision is final and is not subject to further appeal. The instructor will then receive a final determination letter to change the grade or reaffirm the original grade assigned, with a copy to the student. The Office of Records and Registration will then post the grade and release the academic record hold status.

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 Student Services 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.

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 (717.901.5163), e-mail (Registrar@HarrisburgU.edu), or in person. It is recommended that a Withdrawal Form be completed or one will be completed for you.

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.

Disciplinary Dismissal

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

ACADEMIC PROGRAMS

Graduate education focuses on individualized career advancement in areas of study within science, technology, engineering, and mathematics disciplines. The university's approach is based on an experiential model that allows the student to gain and apply knowledge and skills at an advanced level and to focus on an area of need or interest particular to the student. Faculty combine corporate and academic perspectives in the design, development, and delivery of graduate programs and courses. Programs are primarily designed for working professionals focused on career advancement. Degree programs are offered in information systems engineering and management, learning technologies, and project management.

Master of Science in Information Systems Engineering and Management (ISEM)

The 36 semester hour graduate program in Information Systems Engineering and Management (ISEM) is designed to educate the IT leader who can manage, as well as engineer/re-engineer, the complex IT systems needed to support the current and next generation of digital enterprises. A digital enterprise is recognized as an organization wherein all key business processes, relationships and assets are managed and supported by digital means. Graduate studies in ISEM support the shift in business from custom information technology toward integrated, components-based information services. The ISEM degree is an interdisciplinary program that combines systems thinking, management expertise, and engineering.

The ISEM program provides in-depth instruction in interdisciplinary competencies in information systems engineering and management, and allows the student flexibility to pursue specific and individual areas of interest. The core courses of the program provide the student with a strong, relevant and timely background in systems engineering, business strategy and management, service science and management, systems analysis and design, and enterprise architectures and integration. The student can then take elective courses in topics that span project management, multimedia systems, E-business/E-government, computer and information sciences, leadership, financial aspects of systems, learning technologies, information and communication technologies infrastructure, multimedia systems and visualization, information security and governance, business process modeling, application development, mobile computing, and others. In addition, the research-oriented student can pursue independent studies and master's thesis projects to investigate areas of individual or professional interest. An experiential project course serves as the required capstone of the program.

Program Goals

ISEM graduates are able to:

- Manage and engineer or re-engineer the systems needed to support the current, and next, generation(s) of digital enterprises;
- Undertake planning integration, security and administrative assignments in modern enterprises;
- Emphasize interdisciplinary knowledge from three active areas of work (information systems, systems engineering, and management) to address practical problems; and,
- Be a thought leader in building and managing future systems.

Information Systems Engineering and Management Requirements - The following courses comprise the Master of Science in Information Systems Engineering and Management program - 36 semester hours. The semester hour value of each course appears in parentheses ().

Complete all of the following Core courses – 15 semester hours:

ISEM 500	Strategic Information Systems Planning, Engineering & Management	(3)
ISEM 502	User-Centered Design	(3)
ISEM 540	Architectures and Integration of Modern Enterprises	(3)
MGMT 510	Business Strategy and Management Principles	(3)
MGMT 511	Digital and Global Organizations	(3)

Complete the following Experiential courses – 6 semester hours:

GRAD 695	Research Methodology and Writing and	(3)
ISEM 699	Applied Project in ISEM or	(3)
GRAD 699	Graduate Thesis	

Complete one of the following Concentrations (15 semester hours):

Digital Government Concentration:

ISEM 560	Digital Governments	(3)
ISEM 561	Public Administration in the Digital Age	(3)
ISEM 562	Public Policy	(3)
	Electives	(6)

Digital Health Concentration:

ISEM 541	Healthcare Systems	(3)
ISEM 542	Healthcare Informatics and Information Systems	(3)
ISEM 543	Digital Health	(3)
ISEM 544	Social, Technical and Organizational Issues in Digital Health	(3)
	Electives	(3)

Entrepreneurship Concentration:

MGMT 531	Business Entrepreneurship Principles	(3)
MGMT 532	Business Entrepreneurship Management	(3)
MGMT 533	Business and Entrepreneurship Financing	(3)
	Electives	(6)

Information Security Concentration:

CISC 560	Secure Computer Systems	(3)
CISC 570	Advanced Database Security	(3)
CISC 580	Advanced Network Security	(3)
CISC 590	Information Security Project	(3)
ISEM 550	Information Security Management	(3)

Individualized Concentration:

The Master of Science in Information Systems Engineering and Management student can choose courses totaling 15 semester hours of credit from any of the following Master of Science programs: Information Systems Engineering and Management, Learning Technologies, or Project Management.

Recommended Sequence for the One-Year Full-time Student Completing the Master of Science in Information Systems Engineering and Management Program

- The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites. Semester hours are in parentheses ().

First Year

Semester I (Fall)	Semester II (Spring)	Semester III (Summer)
ISEM 500 Strategic Information Systems Planning (3)	GRAD 695 Research Methodology and Writing (3)	ISEM 699 Applied Project in ISEM (3)
ISEM 502 User-Centered Design (3)	ISEM 540 Architectures and Integration of Modern Enterprises (3)	or GRAD 699 Graduate Thesis (3)
MGMT 511 Digital and Global Organizations (3)	MGMT 510 Business Strategy and Management Principles (3)	Concentration electives (9)
Concentration electives (3)	Graduate electives (3)	
Total Semester Hours = 12	Total Semester Hours = 12	Total Semester Hours = 12

Recommended Sequence for the Two- to Two-and-One-Half Year Part-time Student Completing the Master of Science in Information Systems Engineering and Management Program - The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites. Semester hours are in parentheses ().

First Year

Semester I (Fall)	Semester II (Spring)	Semester III (Summer)
ISEM 500 Strategic Information Systems Planning (3) Concentration electives (3)	MGMT 510 Business Strategy and Management Principles (3) Concentration electives (3)	Concentration electives (6)
Total Semester Hours = 6	Total Semester Hours = 6	Total Semester Hours = 6

Second Year

Semester I (Fall)	Semester II (Spring)	Semester III (Summer)
MGMT 511 Digital and Global Organizations (3) ISEM 502 User-Centered Design (3)	ISEM 540 Architectures and Integration of Modern Enterprises (3) GRAD 695 Research Methodology and Writing (3)	ISEM 699 Applied Project in ISEM (3) or GRAD 699 Graduate Thesis (3) Concentration electives (3)
Total Semester Hours = 6	Total Semester Hours = 6	Total Semester Hours = 6

Master of Science in Learning Technologies (LTMS)

The Learning Technologies Master of Science is a 36 semester hour program that provides the student with leading-edge approaches and skills to aid in the application of existing and emerging learning technologies in a variety of learning environments. The innovative, applied learning technologies program provides the student with immediate career benefits while preparing for anticipated industry needs. The LTMS program supports learning outcome advancements in business and education by cultivating learning leaders with a foundation in instructional design, learning theory, technology application, an understanding of critical issues and an advanced vision for technology-supported learning.

Program Goals

LTMS graduates are able to:

- Analyze performance improvement opportunities to determine appropriate solutions;
- Create engaging learning solutions to improve performance;
- Evaluate the effectiveness and efficiency of learning solutions; and,
- Play a role as a thought leader in the integration of technology to improve learning and performance.

Learning Technologies Requirements - The following courses comprise the Learning Technologies Master of Science program - 36 semester hours. There are 15 semester hours of required core courses, 15 semester hours of open electives or concentration-based electives and 6 semester hours of an experiential component. The semester hour value of each course appears in parentheses ().

Complete all of the following Core courses – 15 semester hours:

LTMS 500	Macro Instructional Design	(3)
LTMS 510	Learning Technologies and Solutions	(3)
LTMS 514	Media, Selection, Design and Production	(3)
LTMS 518	eLearning Development	(3)
LTMS 525	Learning Theories & Instructional Strategies	(3)

Complete the following Experiential courses – 6 semester hours:

GRAD 695	Research Methodology and Writing	(3)
	and	
GRAD 699	Graduate Thesis	
	or	
LTMS 698	Learning Technologies Internship	(3)
	or	
LTMS 699	Learning Technologies Applied Project	

Complete one of the following Concentrations (15 semester hours):

Instructional Technology Specialist:

LTMS 520	Learning Evaluation & Assessment	(3)
LTMS 530	Managing Technology Resources	(3)
LTMS 600	Implementing Web 2.0 in the Classroom	(3)
LTMS 608	Course Management Systems	(3)
LTMS 615	Coordinating the Learning Technology Infrastructure	(3)

Instructional Design:

LTMS 520	Learning Evaluation & Assessment	(3)
LTMS 607	Writing for Learning Solutions	(3)
LTMS 609	Synchronous Facilitation	(3)
	or	
LTMS 625	Learning Management & Content Management Systems	(3)
LTMS 635	eLearning Authoring Systems	(3)
LTMS 636	Micro Instructional Design	(3)

Instructional Development:

LTMS 611	Extensible Languages for Development	(3)
LTMS 619	Enterprise Applications for eLearning	(3)
LTMS 625	Learning Management & Content Management Systems	(3)
LTMS 635	eLearning Authoring Systems	(3)
LTMS 680	Advanced eLearning Development	(3)

Games and Simulations:

LTMS 531	Designing Games & Simulations	(3)
LTMS 532	Developing Games & Simulations	(3)
LTMS 533	3D Modeling & Design	(3)
LTMS 534	Development for Virtual Worlds	(3)
LTMS 611	Extensible Languages for Development	(3)

Integration and Leadership:

PMGT 510	Managing Projects	(3)
LTMS 612	Integrating Learning Technologies with HR Functions	(3)
	or	
LTMS 530	Managing Technology Resources	(3)
LTMS 602	Learning Technology Evaluation, Selection and Implementation	(3)
	or	
LTMS 520	Learning Evaluation and Assessment	(3)
LTMS 625	Learning Management & Content Management Systems	(3)
LTMS 613	Data Protection in Learning Solutions	(3)

Individualized Concentration:

The Learning Technologies Master of Science student can choose courses totaling 15 semester hours from any of the following Master of Science programs: Information Systems Engineering and Management, Learning Technologies, or Project Management.

Recommended Sequence for the One-and-One-Half Year Full-time Student Completing the Learning Technologies Program - The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites. The semester hour value of each course appears in parentheses ().

First Year		
Semester I	Semester II	Semester III
LTMS 500 Macro Instructional Design (3)	LTMS 510 Learning Technologies and Solutions (3)	GRAD 695 Research Methodology and Writing (3)
LTMS 514 Media Selection, Design and Production (3)	LTMS 518 eLearning Development (3)	Concentration electives (6)
LTMS 525 Learning Theories and Instructional Strategies (3)	Concentration electives (3)	
Total Semester Hours = 9	Total Semester Hours = 9	Total Semester Hours = 9
Second Year		
Semester I	Semester II	Semester III
GRAD 699 Graduate Thesis or LTMS 698 Learning Technologies Internship (3) or LTMS 699 Learning Technologies Applied Project (3) Concentration electives (6)	<i>optional</i>	<i>optional</i>
Total Semester Hours = 9		

Recommended Sequence for the Three-and-One-Half Year Part-time Student Completing the Learning Technologies Program - The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites. The semester hour value of each course appears in parentheses ().

First Year

Semester I	Semester II	Semester III
LTMS 500 Macro Instructional Design (3) Total Semester Hours = 3	LTMS 510 Learning Technologies and Solutions (3) Total Semester Hours = 3	Concentration electives (3) Total Semester Hours = 3

Second Year

Semester I	Semester II	Semester III
LTMS 525 Learning Theories and Instructional Strategies (3) Total Semester Hours = 3	LTMS 514 Media Selection, Design and Production (3) Total Semester Hours = 3	Concentration electives (3) Total Semester Hours = 3

Third Year

Semester I	Semester II	Semester III
LTMS 518 eLearning Development (3) Total Semester Hours = 3	Concentration electives (3) Total Semester Hours = 3	Concentration electives (3) Total Semester Hours = 3

Fourth Year

Semester I	Semester II	Semester III
Concentration electives (3) Total Semester Hours = 3	GRAD 695 Research Methodology and Writing (3) GRAD 699 Graduate Thesis or LTMS 698 Learning Technologies Internship (3) or LTMS 699 Learning Technologies Applied Project Total Semester Hours = 6	<i>optional</i>

Master of Science in Project Management (PMGT)

The 36 semester hour graduate program in Project Management provides each student with a focused, applied and rigorous experience in creating, developing, implementing and assessing projects and the resulting products. To produce a high-quality product or service on time and to the specifications of a client, the skills and knowledge of a typical subject matter expert are not enough. The complexities of modern product development and project management require a professional with specific technical knowledge with strong project management and leadership skills. This program of study leads to a Master of Science degree that prepares the student for career advancement in the field of project management and for positions such as project manager, project coordinator, lead project engineer, enterprise project manager or information technology project manager.

Program Goals

PMGT graduates are able to:

- Create, develop, implement, and assess projects and products;
- Use specific technical knowledge of a domain, as well as strong project management and leadership skills;
- Emphasize practical insights and experiential aspects of project management in modern settings; and,
- Be a thought leader in managing future projects.

Project Management Requirements – Master of Science in Project Management program is a 36 semester hour program that consists of required core courses (15 semester hours), required project or thesis courses (6 semester hours), and electives from a wide range of management and technology courses (15 semester hours). The semester hour value of each course appears in parentheses ().

Complete all of the following Core courses – 15 semester hours:

MGMT 520	Professional Communication	(3)
MGMT 560	Organizational Leadership	(3)
PMGT 510	Managing Projects	(3)
PMGT 530	Procurement, Contracts & Risk Management	(3)
PMGT 540	Planning and Executing Projects	(3)

Complete the following Experiential courses – 6 semester hours:

GRAD 695	Research Methodology and Writing	(3)
	and	
PMGT 699	Applied Project in PMGT	
	or	(3)
GRAD 699	Graduate Thesis	

Complete one of the following concentrations (15 semester hours):

Information Technology Concentration:

ITPM 515	Business Analysis Fundamentals	(3)
ITPM 525	Understanding & Documenting Technology Requirements	(3)
ITPM 531	System Development Lifecycle Introduction	(3)
ITPM 535	Business Process and Workflow Modeling	(3)
ITPM 550	Managing Systems Integration Projects	(3)
ITPM 551	Survey of Software Development Technologies and Architectures	(3)
ITPM 570	Improving IT Project Quality	(3)

Individualized Concentration:

The Master of Science in Project Management student can choose courses totaling 15 semester hours from any of the following Master of Science programs: Information Systems Engineering and Management, Learning Technologies, or Project Management.

Recommended Sequence for the Two-Year Part-time Student

Completing the Master of Science in Project Management Program - The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites. The semester hour value of each course appears in parentheses ().

First Year

Semester I	Semester II	Semester III
PMGT 510 Managing Projects (3)	PMGT 540 Planning and Executing Projects (3)	Concentration electives (6)
MGMT 520 Professional Communication (3)	MGMT 560 Organizational Leadership (3)	
Total Semester Hours = 6	Total Semester Hours = 6	Total Semester Hours = 6

Second Year

Semester I	Semester II	Semester III
GRAD 695 Research Methodology and Writing (3)	PMGT 699 Applied Project in Project Management (3)	Concentration electives (6)
PMGT 530 Procurement, Contracts & Risk Management (3)	or GRAD 699 Graduate Thesis (3)	
	Concentration electives (3)	
Total Semester Hours = 6	Total Semester Hours = 6	Total Semester Hours = 6

Graduate Course Descriptions

COMPUTER AND INFORMATION SCIENCES (CISC)

CISC 560 Secure Computer Systems (3 semester hours)

Prerequisites: ISEM 550 or appropriate work experience and the permission of the instructor
Description: This course focuses on the design principles for secure computer systems. Topics regarding authentication, access control and authorization, discretionary and mandatory security policies, secure kernel design, secure operating systems, and secure databases are covered from a systems architecture perspective. Emphasis is on the design of security measures for critical information infrastructures. Upon completion of this course, the student is able to design, implement, and manage secure computer systems through the design of a security awareness program. Offered Semester I (Fall), odd-numbered years.

CISC 570 Advanced Database Security (3 semester hours)

Prerequisites: CISC 560 or appropriate work experience and permission of the instructor
Description: This course focuses on topics related to the design and implementation of secure data stores. Emphasis will be placed on multi-level security in database systems, covert channels, and security measures for relational and object-oriented database systems. This course teaches how to recognize the insecurities present within common database systems and how these flaws can leave a database wide open to attack. The course covers how hackers discover and exploit vulnerabilities to gain access to a data store. Offered Semester II (Spring), even-numbered years.

CISC 580 Advanced Network Security (3 semester hours)

Prerequisites: CISC 560 and ISEM 550 or appropriate work experience and permission of the instructor

Description: This course covers fundamental concepts, principles, and practical networking and inter-networking topics relevant to the design, analysis, and implementation of enterprise-level trusted networked information systems. Topics include networking and security architectures, techniques, and protocols at the various layers of the internet model. Security problems in distributed application environments are analyzed and solutions discussed and implemented. Offered Semester I (Fall), even-numbered years.

CISC 590 Information Security Project (3 semester hours)

Prerequisites: CISC 560 or appropriate work experience and permission of the instructor
Description: This project course serves as a capstone for the specialization in Information Security. The class focuses on techniques for protecting critical information infrastructures through case studies, application development, and systems assessment, while the project's activities encompass research, development and analysis/synthesis for a particular problem or opportunity. Offered Semester II (Spring), odd-numbered years.

GRADUATE STUDIES (GRAD)

GRAD 695 Research Methodology and Writing (3 semester hours)

Prerequisites: Completion of at least 12 graduate semester hours
Description: This course establishes a basis for the experiential capstone in graduate studies. It provides an overview of strategies for effective problem investigation and solution proposal. Research methodology is studied and applied as part of suggesting a solution to a problem. Writing

and formatting techniques are also explored and applied as a communication tool for cataloging the investigation and recommending the solution. Offered Semester II (Spring), annually.

GRAD 699 Graduate Thesis (3 semester hours)

Prerequisites: GRAD 695 and the permission of instructor

Description: In consultation with the advisor, the student conducts research designed in GRAD 695 to address a problem as identified in the solution proposal. Offered Semester III (Summer), annually.

INFORMATION SYSTEMS ENGINEERING AND MANAGEMENT (ISEM)

ISEM 500 Strategic Information Systems Planning, Engineering and Management (3 semester hours)

Prerequisites: Baccalaureate degree

Description: This course introduces the basic principles (systems thinking and quantitative methods) of systems engineering and shows how these principles can be used to strategically plan, integrate, secure and administer the complex information systems that support and drive the current and future digital enterprises. Topics include: digital enterprises, aligning information technology strategy to business strategy, enterprise applications (customer relations management, procurement, supply chain management), ecommerce, decision support, knowledge management, artificial intelligence (AI) applications, cost/benefit analysis and information technology infrastructure. These topics are explained through case studies and examples by using a strategic planning methodology. Offered Semester I (Fall), annually.

ISEM 501 Information and Communication Technologies (ICT) Principles (3 semester hours)

Prerequisites: Baccalaureate degree, appropriate work experience, or permission of instructor

Description: This course provides the basic background in the rapidly advancing field of information and communication technologies (ICTs). It offers a rigorous overview of the current, as well as emerging, ICT building blocks that enable and drive modern enterprises. The first part of the course introduces the student to the key building blocks (enterprise applications, computing platforms, databases, and networks) of the modern IT infrastructure. The emphasis will be on the Internet, broadband wired and wireless networks, classical Web, Semantic Web, XML, Web 2.0, social networking, and mobile computing. The second part of the course introduces the student to the main aspects of software development processes through hands-on projects. Basic software concepts are explored within this context by developing simple web sites using HTML and then using Javascript, Java applets and XML to introduce more sophisticated features. The student will also have an opportunity to learn database technologies and run simple database queries using SQL. Offered Semester I (Fall), annually.

ISEM 502 User-Centered Design (3 semester hours)

Prerequisites: Baccalaureate degree, appropriate work experience, or permission of instructor

Description: 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-centered design (UCD) describes an approach to business analysis and technology development that demands user interaction and user feedback in all stages of the development lifecycle. The UCD process involves a collection of activities and techniques that can be used to create the more usable, intuitive, and effective technology possible. This course covers the full range of UCD methods and demonstrates the importance of these techniques in designing and building interactive technology, focusing mostly on software applications. Offered Semester I (Fall), annually.

ISEM 503 Artificial Intelligence Principles and Applications (3 semester hours)

Prerequisites: ISEM 500 or appropriate work experience

Description: Interdisciplinary presentation of artificial intelligence as a coherent body of knowledge to acquaint the student with the key concepts and applications in business, science and engineering. The course covers models of intelligent behavior, including problem solving, knowledge representation, reason, planning, decision making, learning, perception, pattern recognition, action, communication and interaction. Recent developments in knowledge management, expert systems, computer-aided consulting and integrated intelligent systems are covered through a wide range of case studies, examples and hand-on experiments. Offered Semester I (Fall), even-numbered years.

ISEM 520 Service Science, Management and Engineering (3 semester hours)

Prerequisites: Baccalaureate degree

Description: This course addresses Service Science, Management and Engineering (SSME) as a growing discipline that integrates aspects of established fields like computer science, operations research, engineering, management sciences, business strategy, social and cognitive sciences, and legal sciences. Offered as needed.

ISEM 525 Business Process Modeling and Workflow Systems (3 semester hours)

Prerequisites: ISEM 500 or ITPM 510 or appropriate work experience

Description: This course introduces the concepts of business process modeling and workflow systems in modern enterprises. In-depth modeling techniques used to capture business processes, workflows and conceptual information models are covered. Emphasis is placed on business modeling techniques such as the Business Process Modeling Notation (BPMN), business-use case modeling, Entity Relationship (ER) modeling, and other selected techniques from the Unified Modeling Language. The emphasis is on concepts and how these concepts are being used in practice by the most recent tools. The student will develop business models to reflect case studies and real-world scenarios. Offered Semester III (Summer), odd-numbered years.

ISEM 530 Analysis and Design of Modern Information Systems (3 semester hours)

Prerequisites: ISEM 500 or appropriate work experience

Description: This course prepares the student to analyze business information systems in the digital age and to build models and logical designs that can be later implemented. The emphasis is on the business processes and business requirements needed to build conceptual models that help in analysis of business requirements. This course prepares the student to design complex systems and to build applied designs and architectures. Offered Semester II (Spring), odd-numbered years.

ISEM 540 Architectures and Integration of Modern Enterprises (3 semester hours)

Prerequisites: ISEM 500 or appropriate work experience

Description: Modern digital enterprises are characterized by increased automation, mobile services, extended B2B operations with global business partners, and on-demand business services. This course presents a 'systems' perspective based on service oriented architecture (SOA) that combines processes, people and technologies, and highlights the role of information and communication technologies, enterprise models, and emerging SOA standards to develop flexible and integrated business architectures. Offered Semester II (Spring), annually.

ISEM 541 Healthcare Systems (3 semester hours)

Prerequisites: Baccalaureate degree

Description: This course covers the basic principles, models and approaches of healthcare systems and introduces healthcare administration topics. The focus of the course is not on technologies but instead on the business and management aspects of healthcare. The course introduces the student to

a wide range of healthcare topics such as healthcare business processes and business patterns, healthcare business process re-engineering and integration, healthcare clinical systems and services (patient care, physician support systems, health networks), hospital systems, management issues in healthcare, and government regulations. In addition, varied approaches and models of healthcare administration at local, national and international levels are discussed. Offered Semester I (Fall), even-numbered years.

ISEM 542 Health Informatics and Information Systems (3 semester hours)

Prerequisites: ISEM 541 and 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 issues; electronic health records (EHR) and EMR; clinical decision support; computer physician order entry (CPOE), and e-prescriptions, privacy and security issues, financial/administrative systems, and examples of IT infrastructure for healthcare. Offered Semester II (Spring), odd-numbered years.

ISEM 543 Digital Health (3 semester hours)

Prerequisites: ISEM 542

Description: This course explains the basic principles of e-Health and m (mobile)-Health through case studies and examples. The student is shown how to effectively develop and administer e-Health systems using web technologies. A wide range of case studies and examples of e-Health systems will be used. The course also examines how wireless networks and mobile computing applications are used in healthcare informatics. The student investigates the latest developments in the field and identifies research issues of importance. Offered Semester I (Fall), odd-numbered years.

ISEM 544 Social, Technical and Organizational Issues in Digital Health (3 semester hours)

Prerequisites: ISEM 542 and permission of instructor

Description: This course covers a wide range of socio-technical issues in healthcare information technologies. The focus is on the healthcare workplace as a dynamic system in which people, processes and technologies interact and influence each other. The course focuses on the people, processes and technologies issues related to important areas such as security and privacy, public policies and regulations, medical decision support systems and knowledge management in healthcare, electronic health records (HER), telemedicine systems, wireless sensor networks in healthcare, and others. Case studies and examples will be used highlight practical aspects of socio-technical interactions. Offered as needed.

ISEM 550 Information Security Management (3 semester hours)

Prerequisites: ISEM 500 or appropriate work experience

Description: This course covers the technical and administrative aspects of security, privacy and control issues that are vital to IS management. A comprehensive overview of security and IT control principles and practices that are needed to satisfy the IS systems integrity, confidentiality and availability requirements are addressed. Topics include security awareness, IS Security and Control Practices, IT audit principles and standards, risk analysis, and process-flow analysis for auditing. Offered Semester III (Summer), odd-numbered years.

ISEM 551 Web-based Software Engineering (3 semester hours)

Prerequisites: ISEM 501 and knowledge of programming

Description: This course is an introduction to web-based software engineering environments, design patterns, frameworks and key architectural aspects of robust enterprise applications. Topics for

software development technologies include development languages and frameworks (e.g., .Net, Java, opensource), various tools used during the development lifecycle, and key components of an application in terms of the data, process and presentation layers. Architectural topics include prevalent design patterns such as model-view-controller (MVC), Web Services, and service-oriented architecture (SOA). The student uses computer-aided software engineering (CASE) environments and develops software architectures of real life enterprise applications. *This course is cross-listed with ITPM 551.* Offered Semester II (Spring), odd-numbered years.

ISEM 555 Mobile Computing and Wireless Communications (3 semester hours)

Prerequisites: ISEM 500 or appropriate work experience

Description: This course provides a management overview of wireless networking and mobile computing with a key focus on the building blocks and their inter-relationships. Offered Semester III (Summer), even-numbered years.

ISEM 560 eGovernment and eCommerce (3 semester hours)

Prerequisites: ISEM 500 or appropriate work experience

Description: eGovernment and eCommerce (EG/EC) are changing the landscape of business. This course introduces the basic building blocks of EG/EC with an emphasis on strategies and applications and a brief discussion of the enabling technologies. The course provides a review of EC models and applications such as online purchasing, customer relationship management, electronic marketplaces, application service providers, supply chains, enterprise resource planning, and enterprise portals. Offered Semester I (Fall), even-numbered years.

ISEM 561 Public Administration in the Digital Age (3 semester hours)

Prerequisites: MGMT 511 or appropriate work experience

Description: This course introduces the concepts of public administration with emphasis on key building blocks such as business processes, leadership, personnel management, budgeting, law enforcement and social welfare. The objective is to examine how public sector organizations work and how administrators can operate in such environments. The course covers the most important functions and processes of government agencies and non-profit organizations. The leadership strategies for increased public sector effectiveness through the typical management processes of planning, organizing, monitoring, control and governance are discussed. The sources of public and non-profit revenue and expenditures are examined in the context of budget management. The issues of law enforcement management with public and non-profit managers are briefly reviewed with emphases on human resource accounting and personnel management. Public administrators will be invited as guest speakers for local and global perspectives on these topics and to compare/contrast public agencies with their private sector counterparts. Offered as needed.

ISEM 562 Public Policy in the Digital Age (3 semester hours)

Prerequisites: ISEM 511 or appropriate work experience

Description: This course gives an overview of the broad field of public policy and examines the key concepts, theories and practical operational methods of public policy. The course presents with an examination of the core concepts in the formulation, implementation, and impact of public policy and covers the role of administrative law in the formulation, implementation and evaluation of public policy. The ethical issues inherent in public policy decisions and compliance with legislated ethical standards are examined. The policies, politics and administrative activities of federal, state, and local levels are considered. The interaction of the public sector, the private sector, and citizen groups in the implementation of environmental policy is discussed and the role of planning process as a decision-making tool in the implementation of public policy is examined. The course will use a wide range of national and international policy examples in areas such as housing and community development, social welfare, employment programs, transportation, the internet and telecommunications. Offered as needed.

ISEM 565 Business Intelligence and Decision Support Systems (3 semester hours)

Prerequisites: ISEM 500 or appropriate work experience

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 issues of business intelligence and knowledge management in modern enterprises and discusses how the decision support and expert systems tools can be used for effective decision making in organizations. Offered Semester III (Summer), even-numbered years.

ISEM 568 Aligning Business Strategy with IT Strategy (3 semester hours)

Prerequisites: ISEM 500

Description: This course discusses how the information technology (IT) strategy can be aligned with business strategy to compete and succeed in the digital age. The focus is on the major elements of the business and IT strategic management models and their inter-relationships. Different alignment models such as the Henderson-Venkataraman model are discussed in detail through case studies. Offered as needed.

ISEM 580 Special Topics in ISEM (3 semester hours)

Prerequisites: Graduate standing in ISEM or appropriate work experience

Description: This course explores a topic or collection of topics of special interest that is timely and in response to critical or emerging issues in the broad field of information systems engineering and management. Offered as needed.

ISEM 581 Directed Study (variable credit)

Prerequisites: Graduate standing in ISEM or appropriate work experience

Corequisites: None

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. 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. Offered as needed.

ISEM 699 Applied Project in ISEM (3 semester hours)

Prerequisites: GRAD 695 and permission of instructor

Description: This course allows the student to pursue an area of interest that is within the broad scope of ISEM. A faculty member will supervise this study. Offered Semester III (Summer), annually.

INFORMATION TECHNOLOGY PROJECT MANAGEMENT (ITPM)

ITPM 515 Business and Requirements Analysis Fundamentals (3 semester hours)

Prerequisites: Baccalaureate degree

Description: The student will become familiar with the common tasks performed by business analysts during the lifecycle of a project beginning with initial business case development and project selection. The student learns foundational elements of enterprise analysis, requirements elicitation, modeling documentation, and project validation. This course provides a comprehensive study of the methods, tools, notations, and validation techniques for the analysis, specification and management of requirements. Offered Semester I (Fall), annually.

ITPM 525 Business Process Modeling Techniques (3 semester hours)

Prerequisites: PMGT 510

Description: This course introduces the concepts of business process modeling and workflow systems in modern enterprises. The student learns in-depth modeling techniques used to capture business processes, workflows and conceptual information models. Emphasis is placed on business modeling techniques such as the Business Process Modeling Notation (BPMN), business-use case modeling, Entity Relationship (ER) modeling, as well as other selected techniques from the Unified Modeling Language. The student develops business models to reflect case studies and real-world scenarios. Offered Semester II (Spring), even-numbered years.

ITPM 531 System Development Lifecycle Introduction (3 semester hours)

Prerequisites: Baccalaureate degree

Description: The student is introduced to essential topics related to software development methodologies and practices. Key topics include methodology concepts and a history/evolution of methodology practices. The various types of methodologies (e.g. waterfall, iterative, agile) are covered. The course addresses the Unified Process in detail – covering the various phases and disciplines. Additionally, the course includes some special topic areas to explain the relationship between a software development methodology and other frameworks and management methodologies such as Project Management Body of Knowledge (PMBOK) and Capability Maturity Model Integration (CMMI). Offered Semester I (Fall), even-numbered years.

ITPM 535 Advanced Topics in Business Analysis (3 semester hours)

Prerequisites: Baccalaureate degree

Description: This course focuses on selected and timely advanced areas within the Business Analysis discipline. Topics examined in-depth include enterprise analysis activities (e.g. business architecture, portfolio management, feasibility and alternative analysis), requirements validation and verification techniques (requirements walkthroughs, system and acceptance testing), and requirements management approaches for various SDLC approaches (e.g. Waterfall, Agile, COTS etc). Other topics will be considered based upon changing conditions within the business analysis discipline. Offered Semester I (Fall), even-numbered years.

ITPM 550 Managing System Integration Projects (3 semester hours)

Prerequisites: PMGT 510

Description: This course introduces the student to Systems Integration Projects as a class of IT projects and methods that can be used to manage, control, and execute them effectively. It explores the uniqueness of these projects - specifically the issues that scale can bring to managing them. The PMI Integration processes will provide a basis for the studies in this course. The student examines different aspects of system integration projects (e.g., vertical integrations, horizontal integration, business process integration, enterprise application integration, network integration) and investigates the role of service-oriented architecture (SOA) in modern integration projects. Offered Semester II (Spring), odd-numbered years.

ITPM 551 Survey of Software Development Technologies and Architectures

(3 semester hours)

Prerequisites: ITPM 531

Description: The student is introduced to various technologies encountered within software development projects, lifecycles, and key architectural aspects of robust enterprise applications. Topics for software development technologies include development languages and frameworks (e.g., .net and Java), various tools used during the development lifecycle, and key components of an application such as the data layer and User Interface. Architectural topics include prevalent patterns such as model-view-controller (MVC) and service-oriented architecture (SOA). The student will

complete an architectural specification for a project. *This course is cross-listed with ISEM 551.* Offered Semester II (Spring), odd-numbered years.

ITPM 570 Improving IT Project Quality (3 semester hours)

Prerequisites: ITPM 510, 540 and 550

Description: The information technology product is central to most business systems. Quality of the product is represented by accuracy, reliability, repeatability and specific customer requirement standards. Various techniques to understand the quality control processes and quality assurance measures, as demonstrated in industry standards and protocols, are covered. A focus of the course addresses the critical issues of managing and improving IT project quality in the digital age. Offered Semester I (Fall), odd-numbered years.

ITPM 580 Special Topics in IT Project Management (3 semester hours)

Prerequisites: Baccalaureate degree

Description: This course explores a topic of special interest that is timely and in response to a critical topic in the field of technology project management. Offered as needed.

LEARNING TECHNOLOGIES (LTMS)

LTMS 500 Macro Instructional Design (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course focuses on the use of an instructional design process to improve learning outcomes, with an emphasis on the analysis components of instructional design that create a foundation for successful learning solutions. The course explores tools and techniques for analysis, design, development, delivery and evaluation and addresses strategies that can be enhanced by technology integration. The goal of the course is to establish a systematic process for designing instruction and explores trends and technology integration opportunities throughout the process. Offered Semester I (Fall), annually.

LTMS 510 Learning Technologies and Solutions (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course presents an overview of multiple technology-based solutions to realize learning outcomes. Beyond a survey of learning software, the course challenges the student to think broadly about emerging technology trends that present opportunities. By establishing a systematic decision analysis process, the student will be able to assess suitable technology tools for specific environments and learning needs. A broad survey of open source and proprietary solutions are explored, as well as emerging trends in learning technologies. Course topics are examined within a framework of a learning strategy and a learning architecture. Offered Semester II (Spring), annually.

LTMS 514 Media Selection, Design and Production (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course focuses on creating media for learning solutions. Selecting appropriate media to meet learning objectives are explored as the student creates graphics, illustrations, audio, video, and animations to support learning. Graphic design fundamentals are addressed, in addition to production skills like media compression and conversion. Industry leading media software and open source options will both be considered. Offered Semester II (Spring) and Semester III (Summer), annually.

LTMS 518 eLearning Development (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course presents content creation software that can be used for eLearning. The student will create eLearning modules that focus on navigation, usability and compliance to content standards. Planning and asset management are also explored as elements of efficient eLearning development. Industry leading software and open source options will both be considered. Offered Semester II (Spring), annually.

LTMS 520 Learning Evaluation and Assessment (3 semester hours)

Prerequisites: LTMS 500 or permission of instructor

Description: This course focuses on measuring multi-modal learning and performance with an emphasis on the use of technology as an evaluation and assessment tool. Course evaluation and learner performance are both explored as formative and summative assessment, authentic assessment, subjective and objective assessment, criterion-referenced and norm-referenced assessment, formal and informal assessment, testing and evaluation standards, analytics and metrics, the importance of validity and reliability, and the use of technology in the evaluation and assessment process. Offered Semester II (Spring) and Semester III (Summer), annually.

LTMS 525 Learning Theories & Instructional Strategies (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course is an in-depth exploration of learning theories including, but not limited to, behavioral modeling, cognitive processing, metacognition, motivation, social learning, constructivism and connectivism. Culture and learning, brain research and the integration of technology to support learning theories are also explored. Theories and practices are examined within the context of creating instructional strategies as part of learning design with a focus on technology-supported learning solutions. Offered Semester I (Fall), annually and Semester II (Spring), even-numbered years.

LTMS 530 Managing Technology Resources (3 semester hours)

Prerequisites: LTMS 510 or permission of instructor

Description: New technologies are changing instruction and placing new demands on technology professionals that support learning technologies. This course addresses the challenge of providing access to educational technologies while balancing security and resources in learning environments. The course establishes strategies for assessing, planning, implementing, supporting and governing learning technologies with a focus on maximizing the instructional value of technology investments. Offered Semester I (Fall), annually.

LTMS 531 Designing Games and Simulations (3 semester hours)

Prerequisites: LTMS 500 or permission of instructor

Description: This course focuses on applying game and simulation design strategies to increase context, motivation, engagement and learning outcomes. Character development, narrative, user interface, game play, game balancing, principles of level design and feedback in games and simulations are applied as the student designs a game or simulation to achieve a learning goal. The differences and similarities between game and simulation concepts, genres and worlds are examined, in addition to game and simulation intricacies for specific groups and game production and management. Offered Semester I (Fall), odd-numbered years.

LTMS 532 Developing Games and Simulations (3 semester hours)

Prerequisites: LTMS 514 and 531 or permission of instructor

Description: This course presents tools and techniques for developing games and simulations. Programming and scripting languages, simulation systems, programming fundamentals, game architecture, navigation, usability, feedback, data management, artificial intelligence, media

programming and developing for multiplayer environments are explored as the student develops the design from the “Designing Games & Simulations” course. Game production and management with a focus on the game development phase are also discussed. Offered Semester II (Spring), even-numbered years.

LTMS 533 3-D Modeling and Design (3 semester hours)

Prerequisites: LTMS 514 or permission of instructor

Description: This course develops skills in computer-generated 3D modeling and design with a focus on basic 3D concepts, animation concepts and physics, scene management, modeling, mesh, materials and mapping. A focus will be given to lighting, physics, and particle emitters as part of object development and animation. 3D rendering options and preferences will also be examined. A discussion of 3D production and management requirements is also explored. Offered Semester II (Spring), odd-numbered years.

LTMS 534 Development for Virtual Worlds (3 semester hours)

Prerequisites: LTMS 531 and 533 or permission of instructor

Description: The course focuses on building engaging, interactive and collaborative experiences in a distributed virtual world environment. Building objects, advanced building techniques, object editing, texturing and lighting, clothing and accessories, animation, filming, scripting and terraforming will be explored as virtual world development skills. User experience topics like performance lag, accessibility and interface design are addressed. Virtual world production and management requirements are also explored. Offered Semester III (Summer), odd-numbered years.

LTMS 535 Critical Issues in Biology Education (3 semester hours)

Prerequisites: LTMS 500 and LTMS 510 or permission of instructor

Description: This course addresses topics in biology education that combine current priorities in science and the need of the society. Topics such as biological knowledge, scientific methods, societal issues and career awareness are covered. This course also surveys the biology education landscape to identify topics in K-12, postsecondary and professional biology education that are impacting interest and achievement in STEM education and how interactive learning experiences such as games and simulations can address the student motivation and cognition challenges for improved learning outcomes. Offered Semester I (Fall), odd-numbered years.

LTMS 536 Applied eHealth Communication (3 semester hours)

Prerequisites: LTMS 500 and LTMS 525 or permission of instructor

Description: This course focuses on developing a foundational knowledge of theory-based methods in health communication and the application of those methods to creating health communication products that influence awareness, knowledge, attitude, and behavior within a target audience. The course examines successful case studies in health communication and the stages of health communication product development (audience assessment, product planning, development, testing, revision, and implementation) as they apply to eHealth Communication. Offered Semester II (Spring), odd-numbered years.

LTMS 537 Rapid eLearning (3 semester hours)

Prerequisites: LTMS 500 and LTMS 514 and LTMS 518 or permission of instructor

Description: This course focuses on techniques for designing and developing learning solutions in a reduced time frame. The need to rapidly create learning solutions increases as information, expectations and requirements change quickly in a technology-based, global marketplace. Strategies for reducing the instructional design timeframe and reducing the need for development resources are explored. Offered Semester III (Summer), odd-numbered years.

LTMS 538 Critical Issues in Instructional Design (3 semester hours)

Prerequisites: LTMS 500 and LTMS 510 or permission of instructor

Description: This course looks at critical issues in the field of instructional design including opportunities to advance the field and develop skills in areas of emerging need. The industry-related opportunities and challenges of instructional design commonalities and disparities in various learning environments are also explored. Offered Semester I (Fall), even-numbered years.

LTMS 539 Using Virtual Worlds for Learning and Collaboration (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course focuses on promoting active learning, impacting learner engagement and improving learning outcomes through distributed learning in a virtual world environment. Concepts are explored throughout the course as the student explores and evaluates virtual world environments. The course promotes active learning solutions based on proven design and development trends and research-based practices for engagement, learning and collaboration using virtual worlds. Offered Semester III (Summer), even-numbered years.

LTMS 541 Using Mobile Devices for Learning (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course focuses on promoting active learning, impacting learner engagement, improving access and improving learning outcomes through the use of mobile devices. As mobile devices become more abundant, their use as a learning tool is increasing. Mobile learning can increase engagement, enhance access, support differentiated instruction and provide alternate assessment opportunities. Mobile learning opportunities, design considerations, development tools and implementation challenges are explored. Offered Semester III (Summer), even-numbered years.

LTMS 542 Classroom Technology (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: Interactive whiteboards, student response systems, mobile devices and other systems for supporting and extending classroom-based learning solutions are explored. Classroom technologies can be used to engage learners, enable formative assessment, capture the learning environment and promote higher level learning in today's classroom. The student designs a learning solution delivered through the use of classroom technology. Open source and industry leading hardware and software options are both considered. Offered Semester III (Summer), annually and Semester III (Summer), odd-numbered years.

LTMS 543 Interactive Media Management (3 semester hours)

Prerequisites: Background in interactive media and permission of instructor

Description: This course explores the management of interactive media in the modern industry environment. It is designed to give the student an understanding of the factors that influence the structures, policies, programming, and management practices of various interactive media projects. The objective is to integrate relevant social, organizational and political issues related to interactive media management and programming decisions. Topics include a management perspective on the practice of digital video production, including nonlinear editing, graphics creation, multi-channel audio mixing, and streaming video. Special attention is paid to the study of laws and regulations as they pertain to media operations and the internal and external codes that guide media behavior. Discussions include analysis of issues involved in media ownership and operation, including monopoly and competition, labor relations, industry trends and market relations. Offered Semester I (Fall), even-numbered years.

LTMS 544 Critical Issues in Teaching Mathematics (3 semester hours)

Prerequisites: LTMS 500 and LTMS 510 or permission of instructor

Description: This course explores critical issues with the integration of learning technologies into a math curriculum. Emerging opportunities in learning technologies for active learning, applied math, data visualization, media solutions and assessment will be investigated. Promoting math careers and supporting professional development through the use of learning technologies are also explored.

Offered Semester III (Spring), even-numbered years.

LTMS 580 Special Topics in LTMS (3 semester hours)

Prerequisites: Baccalaureate degree in field or appropriate work experience

Description: This course explores a topic of special interest that is timely and in response to a critical issue in the field of learning technology. Offered Semester III (Summer), annually.

LTMS 598 Critical Issues in Teaching Science (3 semester hours)

Prerequisites: LTMS 500 and LTMS 510 or permission of the instructor

Description: This course explores critical issues with the integration of learning technologies into a science curriculum. Emerging opportunities in learning technologies for active learning, virtual labs, data visualization, media solutions and assessment will be investigated. Promoting science careers and supporting professional development through the use of learning technologies are also explored.

Offered Semester III (Summer), even-numbered years.

LTMS 599 Critical Issues in Teaching Technology (3 semester hours)

Prerequisites: LTMS 500 and LTMS 510 or permission of the instructor

Description: This course explores critical issues with the integration of learning technologies into a technology curriculum. Emerging opportunities in learning technologies for active learning, virtual computer labs, media solutions and assessment are investigated. Promoting technology careers and supporting professional development through the use of learning technologies are also explored.

Offered Semester II (Spring), odd-numbered years.

LTMS 600 Implementing Web 2.0 in the Classroom (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course enables exploration and practice with “Web 2.0” learning technologies and investigates how the integration of these technologies in the classroom can impact teaching and classroom dynamics. A variety of tools for managing information, creating content and collaborating for learning are explored. Within a peer learning model, the student designs, implements and evaluates a classroom activity that incorporates one or more Web 2.0 tools. Offered each semester, annually.

LTMS 602 Technology Evaluation and Selection (3 semester hours)

Prerequisites: LTMS 510 or permission of instructor

Description: Effectively evaluating and selecting the right technology solution (software, hardware, and services) for myriad complex situations is a necessary skill in the development and management of learning technology projects and initiatives. This course explores the request for proposal (RFP) process for evaluation and selection including evaluating the needs and internal processes of the organization along with writing an RFP. Keys to the successful implementation of new technologies and solutions are also explored. Offered Semester II (Spring), even-numbered years.

LTMS 603 Engaging with Learning Activities, Games and Simulations (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course focuses on promoting active learning, impacting learning engagement and improving learning outcomes with technology-based activities, games and simulations. Concepts are applied throughout the course as the student designs engaging learning experiences using current

techniques and technologies. The course promotes active learning solutions based on proven design and development trends and research-based practices in engagement, game and simulation concepts. Offered Semester III (Summer), annually.

LTMS 607 Writing for Learning Solutions (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course addresses writing styles, formats and techniques for asynchronous learning solutions. Best practices for technical writing and writing for the web are explored. Storytelling as an instructional strategy is emphasized throughout the course and is examined as an important element for successful learning design. Offered Semester III (Summer), even-numbered years.

LTMS 608 Course Management Systems (3 semester hours)

Prerequisites: Baccalaureate degree or permission of instructor

Description: This course addresses the integral role that the course management system (CMS) plays in today's classroom, online instruction, and blended learning environments. As systems advance and become more affordable, educators and learners are embracing the CMS as the hub of educational coordination and activity. The student creates a learning solution that uses a CMS to implement advanced pedagogical approaches to help the student achieve a higher level of learning. Open source and industry leading software options are both considered. Offered Semester III (Summer), annually and Semester II (even-numbered years).

LTMS 609 Synchronous Facilitation (3 semester hours)

Prerequisites: LTMS 500 or permission of instructor

Description: This course is an in-depth discovery of planning, producing and facilitating synchronous face-to-face and online communication and learning events. Classroom facilitation techniques are examined, in comparison and support of developing online facilitation skills. Creating audience engagement with effective content development, media and interactive elements in an online synchronous session are addressed. The producer's role in facilitator and participant preparation, technology validation, logistics, in-session troubleshooting and post-session follow-up is also examined. Industry leading web conferencing and virtual classroom software and open source options are both considered. Offered Semester I (Fall), even-numbered years and Semester II (Spring), odd-numbered years.

LTMS 610 – Learning Technologies Project (3 – 6 semester hours)

Prerequisites: Permission of instructor

Description: The student creates and executes a detailed project plan to use as part of a real-world project that applies concepts and skills previously explored throughout the program. The student's project will be customized to a particular area of interest in learning technologies. This experiential course also provides an opportunity to reinforce and demonstrate the eight University competencies, i.e., critical thinking, communication, teamwork and collaboration, entrepreneurship, information literacy, ethical decision making, global awareness, and civic engagement. Offered each semester, annually.

LTMS 611 Extensible Languages for Development (3 semester hours)

Prerequisites: LTMS 518 or permission of instructor

Description: This course addresses the need to extend visual authoring and editing tools with scripting and programming to achieve advanced features. Proprietary languages are used along with program, platform and device independent languages to create dynamic data display and advanced interactions. Web-based, Windows OS and mobile device environments are considered. Offered Semester II (Spring), even-numbered years.

LTMS 612 Integrating Learning Technologies with Human Resource Functions (3 semester hours)

Prerequisites: LTMS 500 and LTMS 510 or permission of instructor

Description: This course investigates the benefits of and opportunities for integrating learning technologies into talent management activities like hiring, onboarding, knowledge management and competency-based employee evaluation and development. Compliance throughout the organization and training employees to utilize human resource tools are explored, as will integrating learning technologies with human resource information systems (HRIS) and enterprise resource planning (ERP) tools. Offered Semester III (Summer), even-numbered years.

LTMS 613 Data Protection in Learning Solutions (3 semester hours)

Prerequisites: LTMS 500 and LTMS 510 or permission of instructor

Description: This course explores general privacy and security needs to ensure data protection in learning solutions in addition to specific requirements based on federal, state and industry regulations. Records and information management, export compliance and safe harbor/international trade agreements are also considered in the context of a global audience. Security and privacy strategies for media, access and reporting are examined, as well as developing contingency plans for security and privacy breaches. Offered Semester I (Fall), even-numbered years.

LTMS 614 Social Learning in the Organization (3 semester hours)

Prerequisites: Baccalaureate degree or permission of the instructor

Description: This course explores the use of social learning and communication in organizations, the software tools used to enable online social interaction and the challenges of organizational implementation. Social learning technologies enable conversations, content creation, connections and collaboration in the organization. When socially-enabled, these activities can increase productivity, deliver knowledge at the time of need and address time and location challenges that exist in today's organizations. The student identifies a learning or communication opportunity to create a solution using social learning technologies. Open source and industry leading hardware and software options are both considered. Offered each semester, annually.

LTMS 615 Coordinating the Learning Technology Infrastructure (3 semester hours)

Prerequisites: LTMS 530 or permission of instructor

Description: This course focuses on identifying, selecting, installing and maintaining a technology infrastructure to support technology-enabled learning solutions. Administrative and educational technology needs along with the need for assistive technology resources to support learners with special needs are specifically addressed within the examination of the overall infrastructure. Offered Semester I (Fall), even-numbered years and Semester III (Summer), annually.

LTMS 616 Authoring Medical Mannequin Simulations (3 semester hours)

Prerequisites: Baccalaureate degree or permission of the instructor

Description: This course focuses on creating highly realistic patient simulation training experiences by organizing pre-programmed scenarios, programming custom events, using event handlers to create automatic responses and using trending to create dynamic simulations in a medical mannequin authoring system. Offered Semester II (Spring), even-numbered years.

LTMS 617 Performance Evaluation for Medical Mannequin Simulations (3 semester hours)

Prerequisites: Baccalaureate degree or permission of the instructor

Description: This course is a study of debriefing strategies to evaluate performance and enhance learning in medical mannequin simulations. The use of a video debriefing system with synchronized recordings and comment logs is combined with questioning, facilitation and collaboration techniques to increase the effectiveness of medical mannequin simulations. Offered Semester I (Fall), even-numbered years.

LTMS 618 Accessibility Software and Devices (3 semester hours)

Prerequisites: LTMS 500 or permission of instructor

Description: This course is a study of software and hardware devices that are used to address accessibility requirements. Design fundamentals, built-in accessibility development functions, scripting solutions, accessibility devices and alternative delivery methods are explored in the context of achieving compliance with the 1998 amendment to Section 508 of the Rehabilitation Act of 1973 requiring electronic and information technology accessibility by government and government-subsidized organizations for persons with disabilities. Offered Semester II (Spring), odd-numbered years.

LTMS 619 Enterprise Applications for eLearning (3 semester hours)

Prerequisites: LTMS 518 and 611 or permission of instructor

Description: This course explores the options available for eLearning design, development and implementation with existing enterprise applications and systems. Leveraging existing enterprise resource planning, asset management, communication and collaboration systems as resources for creating and managing learning solutions can decrease costs and create cross-functional process and technology synergies. The enterprise application landscape, as it applies to the design, development and management of eLearning, is examined within the context of creating an eLearning solution. Industry leading software and open source options are both considered. Offered Semester III (Summer), even-numbered years.

LTMS 625 Learning Management and Learning Content Management Systems

(3 semester hours)

Prerequisites: LTMS 500 and LTMS 518 or permission of instructor

Description: The course explores the evolving role and nature of learning management (LMS) and learning content management systems (LCMS) to support learning in organizations. The Shared Content Object Reference Model (SCORM), Content Object Repository Discovery and Registration/Resolution Architecture (CORDRA) and the Aviation Industry CBT (Computer-Based Training) Committee (AICC) standards will be examined and applied as part of designing and creating learning objects that can be incorporated into an LCMS and administered by an LMS. Industry leading software and open source software are both examined. Offered Semester I (Fall), odd-numbered years.

LTMS 635 eLearning Authoring Systems (3 semester hours)

Prerequisites: LTMS 500 and LTMS 518 or permission of instructor

Description: Systems built for asynchronous eLearning development are explored in a hands-on environment. The storyboarding, content management, asset management and team communication elements of eLearning authoring systems are also examined, within the context of analyzing the systems' abilities to enhance the instructional design process in a team environment. Offered Semester II (Spring), odd-numbered years.

LTMS 636 Micro Instructional Design (3 semester hours)

Prerequisites: LTMS 500, 510, 520, 514, 518, and 525 or permission of instructor

Description: An in-depth exploration of instructional design strategies and techniques are explored in a project-based group environment. Selecting media, identifying learning objectives, writing assessment instruments and creating a detailed instructional plan are examined as part of the complete design and development of a learning solution. Offered Semester III (Summer), odd-years.

LTMS 645 Visual Representation for Learning and Communication (3 semester hours)

Prerequisites: LTMS 514 or permission of instructor

Description: This course explores the benefits of visually representing ideas, concepts and processes to improve the results of learning and communication. The history of visualization for learning and

communication, along with the current research and trends in using visuals to improve learning and communication, are explored. Techniques and technologies for brainstorming, mind mapping, creating instructional and curricular design, thinking creatively, planning, creating visuals and delivering visual learning and communication are applied in individual and group projects throughout the course. Offered Semester I (Fall), even-numbered years.

LTMS 680 Advanced eLearning Development (3 semester hours)

Prerequisites: LTMS 518, 611, 619, 625, 635 or permission of instructor

Description: An in-depth exploration of advanced eLearning application development is explored in a project-based group environment. Interactivity, personalization, data flow and management and system integration will be examined as part of developing an advanced eLearning application. Offered Semester I (Fall), even-numbered years.

LTMS 698 Learning Technologies Internship (1-6 semester hours)

Prerequisites: GRAD 695 and permission of advisor

Description: The student conducts learning technology-related activities at an organization to apply concepts and skills previously explored throughout the program. This experiential course also provides an opportunity to demonstrate and further develop the eight University competencies, i.e., critical thinking, communication, teamwork and collaboration, entrepreneurship, information literacy, ethical decision making, global awareness, and civic engagement. Offered as needed.

LTMS 699 Applied Project in LTMS (3 semester hours)

Prerequisites: GRAD 695 and permission of advisor

Description: This course allows the student to pursue an area of interest that is within the broad scope of learning technologies. A faculty member will supervise this study. Offered as needed.

MANAGEMENT (MGMT)

MGMT 510 Business Strategy and Management Principles (3 semester hours)

Prerequisites: Baccalaureate degree

Description: This course introduces the basic concepts of business strategy and management principles of planning, organizing, staffing, developing, and monitoring/control. The context is global markets and their impact on business strategies and managerial processes. The course explores the best practices in global strategic management, organizational design, human resource processes, and organizational behavior. Offered Semester II (Spring), annually.

MGMT 511 Digital and Global Enterprises (3 semester hours)

Prerequisites: Baccalaureate degree

Description: Modern enterprises are globally dispersed organizations where nearly all significant business processes and relationships with customers, suppliers, and employees are digitally-enabled and key corporate assets are managed through digital means. Such organizations merge the concepts traditionally discussed in ecommerce, ebusiness and egovernment. This course introduces the organizational and operational aspects of such organizations and highlights the role of managing such organizations. Topics include organizational structure and design, learning and agile organizations, and operational issues such as management of supply chains and B2B trade at a global level. Offered Semester I (Fall), even-numbered years.

MGMT 512 Marketing Principles and Applications (3 semester hours)

Prerequisites: MGMT 510

Description: This course introduces the student to the most recent and relevant thinking in marketing in the competitive global marketplace. The student is provided with analytical tools to understand and synthesize the most current applications of theories and concepts in marketing. The student learns 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. Offered as needed.

MGMT 513 Accounting Principles and Applications (3 semester hours)

Prerequisites: MGMT 510

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 corporations' performance and position for readers external to management. Offered as needed.

MGMT 520 Professional Communication (3 semester hours)

Prerequisites: Baccalaureate degree

Description: Effective communications for project managers and practices these skills are covered. Solid communication starts with identifying the audience as the most appropriate communication medium. The student is taught how to communicate in a variety of media. Conflict resolution, small group, and interpersonal communication is practiced. Offered Semester I (Fall), annually.

MGMT 531 Business Entrepreneurship Principles (3 semester hours)

Prerequisites: MGMT 510 or equivalent or permission of instructor

Description: This course is designed for the student and working professional with interest in owning, or participating in, a successful business startup. This course focuses on the principles that are essential to forming a successful startup company, and the role of innovation in entrepreneurship. Offered Semester I (Fall), even-numbered years.

MGMT 532 Business Entrepreneurship Management (3 semester hours)

Prerequisites: MGMT 531

Description: This course focuses on the management and planning processes needed for sustained growth of a startup company. Specifically, the course goes beyond the initial idea formulation stages and provides hands-on experience in developing a business plan for a startup. Emphasis is placed on innovation and the management of opportunities rather than to concentrate on the efficient management of ongoing operations. The course is organized around the following themes: management systems for innovative companies, short- and long range planning in owner-managed businesses, measuring economic performance and obtaining information for management decision making, legal and HR issues, and entrepreneurship and managing growing companies. Offered Semester II (Spring), odd-numbered years.

MGMT 533 Business and Entrepreneurial Financing (3 semester hours)

Prerequisites: MGMT 531

Description: This course introduces the student to the fundamentals of business financing with emphasis on financing for entrepreneurship. The course covers topics such as financial theory, risk assessment, and financial reporting systems in modern business settings. Special attention is paid to financing the startups with different options from venture capitals, angels and banks. Offered Semester I (Fall), odd-numbered years.

MGMT 560 Organizational Leadership (3 semester hours)

Prerequisites: Baccalaureate degree

Description: Successful project managers are adept at leading. Leadership, however, is a complex undertaking that requires knowledge and understanding of a number of competencies. This course builds these competencies. Focusing on organizational leadership, the course explores and develops skills and knowledge needed to lead organizational transformation and change, negotiate conflict resolution, build relationships and human capital, and instill business ethics and professional codes of conduct. Offered Semester II (Spring), annually.

PROJECT MANAGEMENT (PMGT)**PMGT 510 Managing Projects** (3 semester hours)

Prerequisites: Baccalaureate degree

Description: This course introduces the student to the variety of skills and roles of the IT project manager. The student is introduced to the techniques of project management from setting goals and objectives through managing the selection of support products and procurement. Offered each semester, annually.

PMGT 530 Procurement, Contracts, and Risk Management (3 semester hours)

Prerequisites: PMGT 510 and Baccalaureate degree

Description: Each project from conception of an idea to the bidding and implementation process has both risk and reward. The basics of procurement, contract negotiations, and risk management are covered. Through experiences, readings and case study analysis, the fundamental tenets of procurement and contract sourcing for success are explored in real world scenarios. Project risk is reviewed and investigated for its role in the process of overall project management. The student learns how to minimize risk and increase project success through risk management strategies. Offered Semester I (Fall), annually.

PMGT 540 Planning and Executing Projects (3 semester hours)

Prerequisites: PMGT 510

Description: This course uses Microsoft Project software to schedule and control projects. The student learns about, and practices with, the most widely-used project management software system available. Functions, monitoring alternative usages and maintaining data are developed as the student builds a project from the ground up. This is a comprehensive, semester-long project budgeting, scheduling and control course where practiced theory is the platform for learning. Offered each semester, annually.

PMGT 699 Applied Project in Project Management (3 semester hours)

Prerequisites: GRAD 695 and permission of instructor

Description: This course allows the student to pursue an area of interest that is within the broad scope of project management. A faculty member will supervise this study. Offered each semester, annually.

PROFESSIONAL DEVELOPMENT

Professional Development 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 organizations to conduct training and education needs analyses and to develop customized training solutions. 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.

For more information, contact ProfessionalEd@HarrisburgU.edu or visit our website at <http://www.HarrisburgU.edu/academics/professional/>.

UNIVERSITY ADMINISTRATION

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

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Mrunalini	Pattarkine	Associate Professor	Biotechnology
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Amjad	Umar	Professor	

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UNIVERSITY POLICIES

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

Family Educational Rights Privacy Act (FERPA) 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 to parents or others without consent of the student under certain circumstances:

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

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
- identification number
- address
- e-mail address
- telephone number(s)
- date and place of birth
- class year, program of study
- enrollment status
- dates of attendance
- degree(s) and/or awards received
- photograph
- participation in officially recognized University activities

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

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 HarrisburgU.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 - Individuals who choose to forward e-mail received on a Harrisburg University e-mail account to a different e-mail address do so at their own risk. The University is not responsible for e-mail, including attachments, forwarded to any e-mail address not supported by the University.

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

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

Reason for Policy - The University encourages and supports the use of new instructional tools and emerging technologies in open, digital teaching and learning environments. The use of web-based applications and cloud-based storage also bring new concerns about intellectual property and privacy. The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is the federal law that protects the privacy of a student's education records. Generally, any work related to a course or program of study created by the individual is considered a part of the

“student’s education record.” Accordingly, any work related to a course or program of study should not include personally identifiable information of the individual. Examples of “personally identifiable information” are: an individual’s full name (if not common), Social Security number, date of birth, birthplace, face or fingerprints, credit card numbers, driver’s license number, vehicle registration plate number, digital identity, or grades. Any of these data, when combined with other personal information, may identify an individual. Users of third-party, web-based technologies are strongly cautioned to avoid posting personally identifiable information in any computerized application.

A license agreement permits the University to provide access through its servers for the student to utilize the MicroSoft *SkyDrive* cloud-based computer server storage utility to store the student’s ePortfolio during the period of enrollment in a program of study. The University requires that each degree-seeking undergraduate student develop an ePortfolio. An ePortfolio is defined as: *An organized, media-rich collection of documents, videos, and other exhibits that allows the student to demonstrate competence to a multitude of audiences.* Additionally, faculty, students, or staff are provided access to and use other web-based technologies and social media where user-generated content is stored. The individual user of a third-party, web-based technology application, when establishing an account, is required to agree to the conditions of a Terms of Service or End-User Agreement, whereby the individual user accepts full responsibility for all content maintained in the application. Furthermore, the user agrees to a condition that, in no event will the software manufacturer be liable for any damages, whether direct, indirect, special, incidental, economic, compensatory, or consequential, arising out of the use of or inability to use the software or user documentation. Accordingly, the user is solely and exclusively responsible for any and all content.

Action Subsequent to Completion of a Program of Study or Termination of a Period of

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

Equal Opportunity

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

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, ancestry, 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, will be 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 Compliance and Reporting
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 will require 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 will notify 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 OneCard Policy

The OneCard serves as the University's student/faculty/staff ID card, provides access to campus buildings and events, serves as the Library card, and can store cash value for purchases on- and off-campus.

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

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

Campus Card Types

There are two versions of the OneCard:

- OneCard: card contains photo identification, student/employee ID number, and debit card capabilities; and,
- Access-Only OneCard: card without photo identification (typically for the short-term student or visitor) that does not have debit card capabilities.

Campus Card Usage

The primary purpose of the OneCard is to provide easy identification of the cardholder and to permit access to permitted areas of the university campus. The OneCard also serves as a library card and cash value debit card. The OneCard is accepted at participating local businesses like a debit card.

It is the responsibility of the cardholder to report suspected lost or stolen cards immediately.

Campus Card Activation

The OneCard is activated for faculty and staff following formal contractual employment or position appointment.

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

The OneCard 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 will be 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 will then receive 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 resources¹.

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 data².
 - iii.** Ensuring fair access to IT.

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.

- 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.